

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

This chapter presents data presentation and research finding of this research based on the proposed research questions, covering how the teacher motivates the students' in learning English and how the teacher's ways to motivate the students' are contributive to students' English learning. The results of observation and interview yielded data to answer the proposed research problems.

A. Data Presentation

This session exposes the data found in the field. It is related to teacher's activities to motivate students in learning English. In this data presentation, the researcher presents the data based on the result of observation and interview.

1. Teachers' Activities to Motivate the Students in Learning English

The researcher has interviewed at the school from 29th June until 30th July 2020. The researcher exposes the information found in the field related to the teacher's activities to motivate the students in learning English. Observations and interviews are conducted five times. The teacher and three students are observed and interviewed. The interview and observation supported by the teacher and students would describe how the teaching and learning process in the classroom.

a. The teacher Setting Activities

Added setting activities are behavior, habitual, action, or effort that employed by the students to implement a plan of reaching a goal in maintaining in teaching English. According to the teacher teaching English is challenging, there must be extra effort in learning English. Learning English is influenced by some factors include students themselves, teacher performance, strategy, activities, material, learning environment, and classroom management. In doing the teaching, the teacher would plan their activities by using plans or lesson plans.

The teacher made a daily plan in applying his teaching activities, the teacher said, "I made a lesson plan to arrange teaching and learning process, it is easier for me to teach the students so I planned everything well."

The teacher doing various activities in motivating students in learning English and could invite students to participate, so the activities in the class would be interactive.

The teacher said he always made a lesson plan before teaching because it could help the teacher in the teaching process. The teacher could start from opening, stimulating, closing, and then following up. So the lesson plan is helpful for the teacher to arrange the teaching and learning process and did not separate time.

b. Reviewing the previous material

The researcher found that the teacher started the teaching and learning process by reviewing the last material and he prepared for the next material would be presented to the reached learning target. Based on the interview, the teacher gave a statement that reviewing the last material is important for every teacher.

Not every teacher would check students' understanding of the previous material. Another teacher usually opened the class only speak about the homework. It depends on how students' homework is finished or how students following the learning process.

The reasons why most of the teachers did not review the last material, they said that there was no more time, the students are not active, the teacher unusual started the class with reviewed the last material. Meanwhile, other teachers had their reasoned why reviewing the last material is important to do.

“In the class, reviewing the last material aimed to remind students of the material. I thought this way is better to remind students of memories. The students would be active in the class if they could speak up by discussing the last material together. The students could deliver their opinion. They have a chance to deliver their own opinion. So, it would be an interactive teaching and learning process.”

(Interview with Mr. Zainal Fatoni, S.Pd.I Monday, 29 June 2020)

The teacher believes that reviewing the last material would not waste time if the teacher arranged the lesson plan well, so the teacher added his opinion by reviewing the last material in order to reduce

students misunderstanding with the material and also help the students who are absent in the previous meeting.

c. Inviting students to demonstrate their speaking skill and knowledge

Activities to support students speaking skills were a series of activities as an effort used by the teacher while asking the students to demonstrate their speaking skills. Speaking activities are ways to found out how well students are able to master a foreign language.

The teacher arranged speaking class for students by applying and practicing English using a conversation in daily speaking, based on the result of interviewing the teacher:

“I consider asking the students to pay attention in speaking class, I even ask them to read the conversation together in the text. After that, I want them to have a little conversation with their mates. I'll then point to the students in front of the class to demonstrate that. So the students will be brave to speak up in front of the class.” (Interview with Mr. Zainal Fatoni, S.Pd.I Monday, 29 June 2020)

The conversation is interactive communication between two or more people. Conversation skills aim to study languages. The teacher choose Hobby in learning material, the teacher gave students more vocabulary and command them to memorize all the vocabulary given and correct their pronunciation , for the example the teacher give some vocabs action, explore, play, drive, sing. The vocabs given to the students are taken from the materials taught by the teacher, the goal is for the students easier in remembering the vocabs, and they could justify the pronunciation. The teacher said, If there are some students

who are still difficult to pronounce the vocabs, I would justify their pronunciation until they could pronounce well.¶

The teacher said, *"In the teaching and learning process, I often ask questions to verify the student's understanding material presented."* The teacher would ask the students a question to check their knowledge of the material presented. For example, the teacher performs the simple present tense. The teacher delivers the material step by step to ensure that students understand with simple present tense, how the formula is, and how the formula is used.

The teacher must be active in checking students' understanding of the teaching and learning process. Checking the students' understanding is very important to minimize students' misunderstanding. Other teachers just continue to presents the material because they think was no more time until they forgot to check students' understanding. If the teacher only delivers the materials without checking students' understanding, the teaching and learning process would not efficient.

The teacher stated that there are common ways in motivating students. During the teaching and learning process, the teacher has ways to raise students spirits in learning process. The teacher add story telling while inviting students to demonstrating skills and ability.

"I would add a short story in each lesson. We can use five minutes of the learning process to refresh students' brains so that they are not saturated in the lesson. In a short story, I just gave a clue or situational setting and the students had to develop the stories by themself." (Interview with Mr. Zainal

Fatoni, S.Pd.I Tuesday, 30 June 2020)

The teacher claims that storytelling is fun and enjoyable. He said by storytelling could make students more interested in English. The students are a joy when the teacher added some story in the teaching process.

The student tries to remember the clue given by the teacher and guess what the story's meaning is or students would ask the teacher about the story. Surely this is an efficient way of inviting students to demonstrate their skills and abilities. So both teachers and students are interactive in the teaching and learning process.

d. Guiding the Students

As a teacher, it is important in guiding the students in the teaching and learning process. The teachers not only delivering the material in the teaching process but they should make students' understanding the material well, so the teacher must handle their class and guide the students. While the teacher explaining the material, it is important to avoid misunderstandings. The goal is for the students are understand the material.

Guiding the students is not only about students to understand the material or not but the students need guidance. To reduce students' misunderstanding about the material, the teacher usually guides students in providing some exercise.

Dealing with guiding the students the teacher said:

“I guide the students in each practice and activity. I have to present brief and specific guidance. This way is to determine students' skills and abilities. I think some activities and exercises aim to evaluate the students. When I give tasks

and exams, the students would learn more.” (Interview with Mr. Zainal Fatoni, S.Pd.I Monday, 6 July 2020)

As teachers, we has a responsibility to help the students understand the material. The teacher experienced when the students were ask question wether or not they understand the material, the students usually understand that they understand the materials but the teacher believes that actually not all the students understand the materials. That’s why according to the teacher it is necessary to re-explain the material to convience that all the students understand the materials. So in this case, the teacher did not totally believe that all the students understand the materials although they answer that they understand materials.

The teacher said,

“As the teacher we have to re-check their understanding by asking them wether they really understand the material. Teacher’s effort in guiding the students toward the material, is similiar with the activity of parents in guiding their child to walked. They helps the child little by little in order the child can walk by his or herself. The same it also occurs in guiding students in the classroom so the teachers explain the materials and then asking wether they understand or not and this activity is regularly done to convience all the students could understand the materials.” (Interview with Mr. Zainal Fatoni, S.Pd.I Monday, 6 July 2020).

e. Using Teaching Media

Teaching media is a supporting tool that can support teacher while doing teaching and learning activity. It is also that teaching media should be appropriate with the material given.

The teacher believes that the use of media is very important during the process of teaching and learning. The use of media could inspires students to learn, to express their ideas, and to think crietically. That's why the use of media could helps them in achieving the instrucstional goal because media could easier the students to understand the materials.

"I usually use whiteboards and LCDs. The use of LCD depends on its availability if it is free I used it but it is not free I do not used it. The use of its differents in media depends on the materials. When the teacing and learning process needs sounds to show the students videos I used LCD. Meanwhile, I used cardbord in order to simpiflying the activity in writing on whiteboard." (Interview with Mr. Zainal Fatoni, S.Pd.I Wednesday, 15 July 2020).

f. Giving students feedback

In the part of teaching, giving feedback is necessary, because the teacher knows feedback means everything. Feedback is not only about material, but also feedback when students make a mistake or learning process problems.

In his class, the teacher focuses on the student's progress. He also offers them applause or anything that can achieve them in the learning process. If the students who have good arguments, give the right answers or brave to speak up.

Mostly the students are still unable to answer the question, and he gives positive feedback. It seems like a simple action, but it can make them feel like they are having good feedback.

The teacher gave a statement that giving feedback is important, and he always does that. Feedback is not only about the material given at that time, but many kinds of feedback in the process of teaching and learning.

Feedback is not just about giving students feedback but also the teacher has to understand the kinds of feedback. Internal feedback, external feedback, direct feedback, indirect feedback, representative feedback, cumulative feedback, quantitative feedback, and institutionalized feedback are valid.

It can be demonstrated to the teacher in the following interview:

"I still remind them of the material that I taught yesterday. Feedback is not only a review of the material. I also appreciate them when they can answer my question, make a point, speak up in front of the class. I use direct input here. As a teacher, we have to know-how are our students, so we can praise them, applause, and point plus." (Interview with Mr. Zainal Fatoni, S.Pd.I Tuesday, 21 July 2020)

When the students are making mistakes against the performance of the materials and when the students were facing problems, he received feedback. The teacher often gives feedback on the achievements of every student. The teacher often focuses on the positive progress of the student in and meeting in the English class, so when the students gave the right answer, good arguments, spoke clearly and correctly, etc. He gave them good feedback, such as applause, like "you're right, good, excellent." Seems like something simple, but good feedback to the

students also plays an important role in the development of the student.

The other feedback was given to the students when a mistake in grammatical errors, wrong pronunciation, or other problems was made by the students. It deals with styles of teaching, checking the students' understanding, and providing feedback. It could be seen to the teacher in the following interview quotation:

"Yes, I always give them feedback, feedback is important for the student, the teacher may lead the student when they make the mistake, and give the students' chance to think about the mistake and evaluate their mistakes.

2. The Data Presentation on the Contributions of the Teacher's ways in Motivating the Students

The researcher interviewed the teacher and three students. The researcher needs to explain how are the teacher's ways to motivate the students' contribution to students' English learning.

During the teaching and learning process, students have realized the teacher's contribution. Before conduct, the lesson, the teacher and students would pray and read the Qur'an together. Kinds of activities are the teacher set activities in the class, then the teacher would review the last material to avoid students misunderstanding, the teacher would inviting the students to demonstrate their skill and ability in speaking, the teacher would use teaching media to facilitate students in the learning process, and then the teacher would give students positive feedback to motivate students in learning English.

a. The contributions of activities set by the teacher

Based on the interview both teacher and students how is the teacher setting learning activities, the researcher found S1 said,

“I like how the teacher teaches us. He could know how to set learning activities in the class.”

S2 said that the teacher was made a lesson plan for daily teaching, so he could deliver the material and manage a classroom.

S3 also said,

–I think a good teacher would have to plan what he was supposed to do in the class. So the teacher is not confused about what to do in delivering the material without afraid of running out of time.”

The teacher believes that making a lesson plan could help him in the teaching process. When the teacher has good time management, the teaching and learning process would be efficient.

b. The contribution of teacher’s reviewing the last material

The researcher interviews three students on teacher contribution in reviewing the last material.

S1 even illustrated,

“I was very helped in remembering the material because the teacher always reviewing the last material before continue in the next material.”

The same thing was also stated by S2, who said as follows:

“I agree that all teachers could review the previous material. By reviewing the material could remind me of the previous material when the teacher reviews the material it could remind me and I have a chance to express my opinions.”

S3 also stated that it ways is effective to help the students in the learning process because when a student absent in the previous class, the teacher would review material so the students are not left behind.

c. The contribution of demonstrating speaking skill and knowledge

Based on the interview, S1 said that the teacher teaches the students to step by step in the teaching-learning process. He said that speaking in class is fun and enjoyable because the students are accustoms to speak English in class. They could make a small conversation with their classmates so they would be brave to speak up by themself.

S2 also feels that if the teacher asks students to demonstrate speaking skills in class is the teacher's way of motivating students to speak English. She gave her argument:

-I like it when the teacher asks us to make small conversations with chair mates and then point some students to come to the front of the class and demonstrate the result of our task. I think it's very interesting because I can be braver to speak in English.

Also, S3 said that he likes learning English, especially in speaking class because in speaking class he could learn new vocabulary to improve his achievement. Besides learning a new vocabulary he also could justify the

pronounce well.

d. The contribution of teacher's guiding the students

The researcher found data that supports teacher's contribution in guiding the students in the teaching-learning process. The researcher interviewed S1 and found that S1 was interested in the way the teacher guides the students in class because the teacher presents the material well. The teacher not only present the material but guide the students step by step until we all understand the material.

S2 stated a similar statement with S1, she said,

We need to be guided in the learning process. The teacher not only giving the materials but he motivating and asking us to practice English in the learning process.

In the class, the teacher is very patient when the students are still confused about the materials. S3 said that the teacher gives the students special attention in the class because he wants to help us in the learning process and reduce students' misunderstanding of the materials.

The teacher believes that the students need more guidance and attention in the teaching and learning process to reach the learning goals so he should help the students, guiding and motivating them to learn English.

e. The contribution of Teacher's Using Teaching Media

The teacher stated that the students are helpful because he used media in the teaching-learning process. S1 gave arguments based on the interview, she said, The teacher not only delivers the material by writing on the whiteboard but sometimes he used media such as sound and LCD to show videos according to the

learning material so the students are not bored in the learning process.¶

The same argument also stated by S2, she said that the teacher facilitates the students in the learning activity. The teacher not only used a whiteboard but also uses an LCD and cardboard. The teacher uses cardboard such as added pictures according to the material and asking students to guess what material will be delivered, then the teacher uses cardboard to easily explain the material.

Other opinion stated by s3, he said:

The teacher could utilize teaching media in the learning process. He knows how to make his students more interested in the learning process. The teacher provides a video appropriate with the learning material if the learning activity feels boring. The teacher knows how to make the classroom activity alive and effective.

f. The contribution of teacher's giving feedback

Teacher performance is an important part of the teaching and learning process. They must be able to provide positive feedback so that students will be more motivated in learning.

S1 illustrated that the teacher always gives positive feedback to the students. He motivates his students in the learning process. The teacher understands the students, inspires us, he spirit us so we are more enthusiastic in the learning process. He is very patient. The teacher has his way of giving feedback to students if they face problems in the learning process.

S2 also stated her argument, she said: MThe teacher is helpful in the learning

process. He always gave me a kind of motivation to study better and not give up on learning English. Sometimes I have problems with the material that the teacher gave today, he will ask me which part I don't understand yet. I would ask the teacher again and try to understand the material by myself. After I have understood the materials, he would appreciate me by saying "good, try again don't give up. You could do it.

The same argument stated by S3: I feel that the teacher always inspires us. He always motivates us to learn English more because English is very important for the future. He did remind us when a student was making mistakes, but he would not be angry. He will give students positive feedback. The teachers appreciate us a lot so we feel very motivated in learning English.¶

The researcher also interviewed the teacher about the student's opinion on the teacher's contribution to the learning process. The teacher also said that he was very happy because he received positive feedback from his students. He is very happy because his students are very motivated to learn English. He also said that learning would be fun and effective if teachers and students could enjoy the teaching and learning process in class.

B. Finding

Based on the data presentation above the finding of the study can be shown on the following table:

Teacher Activities to Motivate the Students in Learning English	The contribution of Teacher's Ways in Motivating the Students
Reviewing the last material	The students could remember the last material had been presented The students could improve their memories The students did not lose the material The students were more active in the class
Demonstrating skill and knowledge	The students were more creative in the class The students could stimulate their brain The students could learning more vocabularies The students could pronounce well The students could increase their memories The students were brave to speak up in the class The students could demonstrate their own thinking The students were show their skill in English
Guiding the students	- The students had an extra attention

	<p>from the teacher</p> <p>The students could minimize misunderstanding in learning English</p> <p>The students could reduce the probability of their confusion in learning English</p> <p>The students could learn better</p> <p>The students felt the teacher's cares</p>
Using teaching media	<p>The students more interested in learning English</p> <p>The students could stimulate their idea in learning English</p> <p>The students easily understand the material</p> <p>The students did not felt bored</p> <p>The students could maximal their learning in the class</p>
Giving feedback	<p>The students could appreciate themself</p> <p>The students got positif feedback</p> <p>The students could achieve their learning process</p> <p>The students got more spirit to learning English</p> <p>The students could revise their lack of learning English.</p>

Table.4.1. Findings