

CHAPTER V

DISCUSSION

The discussion of the research findings is presented in this chapter. There are two research questions proposed in this study. The discussions will be divided into two points of the research questions. The first discussion is about teachers' activities to motivate the students in learning English and the contribution of the teacher's ways in motivating the students. The discussion of the findings, as follows.

A. Teachers' Strategy to Motivate the Students in Learning English

Based on findings of the study during the observation and interview at MTsN 9 Blitar motivation is an important part of learning, especially in the learning-teaching process. According to Wilcox (2018:5) states that motivation refers to the reason that underlies behavior that is characterized by willingness and volition. It is found that the teacher's strategy to motivate students to learn English is also determined by how the teacher develops English lessons into enjoyable lessons.

Blumenfeld (1992:19) states that the teacher must have a strategy to motivate students to learn English with various plans and invited students to be active in the classroom. The students need motivation and the teacher's support. It is needed to stimulate students to succeed in the learning process, motivation is an important factor for students. The English teacher provided support and motivation when in the classroom environment and the class.

Moreover, related to learning motivation, Nunan (2003:9) stated that as the

teacher in motivating students' to learn English on of which is a teacher has an important role in helping the students be active to improve in learning English. To improve the spirit of the students in the lessons, motivation from the teacher is needed. This involves the affective strategy as it deals with the way the teacher motivate learners to teach learning activities. The students are motivated by good motivation, focused on learning and meaningful English. The teacher is inspired as he lectures, in line with the importance of motivation in the scope of my research. There are some activities done by the teacher to motivate students learning in the classroom, they are (a) The teacher setting activities, (b) Reviewing the previous material, (c) Inviting students to demonstrate their speaking skill and knowledge, (d) Guiding the students, (e) Using teaching media, and (f) Giving students feedback.

1. The teacher setting activities

One of the activities is setting activities. Those activities were set in such ways in lesson plan. So implementing the activity based on the made lesson plan. The teacher would make the lesson plan easier for the teaching method. This strategy can help the teacher in developing their daily teaching and can make an effective English classroom. According to Blumenfeld (1992:19) that the teacher must have a strategy to motivate students to learn English with various plans and invited students to be active in the classroom.

The study found that the method is a activities used to help the teacher so the teaching learning running well. From several data stated by the researcher in the research findings, the researcher noticed that the English teacher can use

various strategies to make the teaching-learning activities more alive and interactive activities provided by the teacher can improve significantly the ability of students as a habit.

2. Reviewing the previous material

Reviewing the previous material may be helpful for the students before come to the next material because it is good to build up students memories. Thorndike (2007:134) states that a good way to teach the students by drill and memorizing strategy. That is way the teacher always need to do review the last material, because from this strategy can make an interactive classroom.

Repetition is the time-honored way of memorizing new material is through a repeated rehearsal of the material while it is still in working memory (Thornbury 2002:45). Teachers need to remind their students how their students are even less confused in the learning process. It can also allow students to be active in the class, to help students to speak up by themselves as they remember what material they had done. From it, the teacher can know how far students' achievement in the learning process.

3. Inviting students to demonstrate their speaking skill and knowledge Speaking is the most important skill in learning English. Based on the interview result, the researcher found out the activities used by the teacher to know how well students master a foreign language. According to Watson (2008:18), there are some activities to improve motivation, such as be sure to praise and recognize all efforts and attempts at improving.

When the teacher drilling the students, they continuously learn about the pronunciation and memorize new vocabularies. In line with (Thornbury, 2005) in Syafrizal (2017) when drilling students were repeating words, phrases, and even whole utterances. This strategy has functions which lead students to pay attention to the material they just received and to learn how words , phrases, or utterances communicate well in their mind. In daily activities, the teacher arranged the speaking class using conversation. Students can also use speaking practice and practice to demonstrate their ability to speak with their own.

Harmer (2007:235) stated that practices language and teaching English that requires patience. It means that practice to memorize new vocabulary. Harris (1974) states that –mastering vocabulary is first step to speaking English. It means that if the students master the vocabularies they also able to speak English well. The speaker needs to be able to process the information and response to the others‘ feeling in using the language (Harmer, 2012 : 271). The support presentation activity is vocabulary building that relates to word accuracy and pronunciation activities. The goals of the vocabulary program are that the students can pronounce the vocabulary words directly. It must also remind students of their fluency. This will create a memory in the brain through repeat and practice.

Harmer (2007:235) stated that practices language and teaching English that requires patience. It means that practice to memorize new vocabulary. In speaking skill, the teacher also let the students to learn and remember the vocabs and justify their pronunciation. While the motivation (Nurhayati,2014) is as the choice of a particular action and the effort expended on learning pronunciation and the

persistence with it.

So, its activities of teaching and learning will succeed to contribute practice refers to the fact that students are asked to read with their friends in front of the class in English dialogue. This aims to train its pronunciation of students in English well. And to increase students' new vocabulary. The teacher should train students to practice English as often as possible , especially in the teaching process of learning. The more they practice, the more they help increase their ability to communicate.

4. Guiding the students

The teacher-guided the students in doing the practices. That was more effective and the teacher can control students ' progress. Besides that, the teacher also gave students a personal approach. Students should not felt shy and afraid of their teacher's intention, so students will feel the contribution of teaching activities to motivate the students. They are automatically interested in what the teacher delivered.

To avoid misunderstanding of English learning through students, the teacher must guide the learning process of their students. The result is that the teacher not only focused on delivering the material but also handles the class so that confusion could be minimized more by students. The teacher also measures the students' understanding to make the learning process effective. By providing knowledge and asking some questions, the teacher gives guidelines to the students, the students do the task well to stimulate students ' motivation.

5. Using teaching media

In the teaching and learning process, a media is helpful both for students and teachers. In English teaching learning, teaching media is intended to raise effective and easy. According to Rossi and Breidle (in Sanjaya, 2007:161), teaching media were the tools and materials used to achieve the learning objective.

The teacher found that the material given should be appropriate for the media. The teacher can simplify presenting the material to the students by using the media and could facilitate them in the learning process. It can also help students to easily understand the material presented by the teacher. From the data research, the teacher said that the media may help the students to learn more and improve their achievement.

6. Giving students feedback

Feedback is a key part of the learning process. Feedback means both teachers and students are aware. Feedback is not only about the material presented, but about students facing learning process problems. In the learning process, the teacher knows how to motivate the students because the aim is to focus on the student's success. Teachers still take simple steps to improve the motivation for students to learn English by giving good feedback.

Based on the observation, some students in the teaching-learning process were barely motivated. Sometimes when the teaching was going on, they keep

silent and just play their phone. Many factors influenced their class performance, such as having boredom, not understanding the material and being too lazy to follow the class, etc. But on the other hand, if the students solve the problem from home, such as struggling with persons, having problems with friends, learning mater is very difficult.

When students face learning process problems, the teacher will motivate students not to give up and learn more, and they don't feel down, but because of the positive feedback given by the teacher, they feel they have more spirit from it. The teacher gave them good feedback by giving applause and said simple action like -good!, -excellent!, -it is okay, you can do better next!, -come on you can do it!. The teacher should quickly understand the condition of the students and instead motivate them to be more active in teaching activities. If the students receive feedback from the teacher, they still want to notice their answers and response without ignoring it. Therefore, if they have a response and even that incorrect or correct answer, the students still get appreciated because it could motivate them.