

Chapter Four

Findings and Discussions

This chapter presents findings and discussions of the research. In this chapter, the researcher explains the result of the data analysis. The result includes the strategies used by pre-service teachers to increase students' motivation to learn English.

The data of this research were gathered by interviewing six participants initialized as P1, P2, P3, P4, P5, and P6. In the internship program, the participants taught in six different junior high schools. The number of students in the classroom was ranging from twenty-five to thirty-five students. Most of the pre-service teachers taught seventh grades students.

As an introductory question, the researcher asked the participants about the importance of motivation in learning. The researcher also asked about factors influencing students' motivation in learning based on their point of view. It was found that the participants perceived that motivating students was a part of their responsibility. They realized that motivation was the basis of successful learning. Brewer and Burgess (2005) explained that motivation is the essential and the basic part of learning. It means that motivation is the foundation for a successful learning. That is why students should have a high motivation in the learning process, in order to successfully achieve the objective of the learning process.

Regarding with the factor that influences students' motivation, the participants stated that they knew the factors that influence students' motivation,

namely internal and external factors. The internal factor comes from within the students such as self encouragement. Besides, pre-service teachers were also aware that motivation could be influenced by other parties like family, peer friends and teacher. Based on the pre-service teachers' perception, family and peer friends have more time with the students. So, family and peer friends could give more motivation to the students.

Two out of six participants stated that internal factor was more influential to students' motivation. The internal factor came from within the students themselves. Students who encouraging themselves would be more enthusiastic to learn. Then, the others participants agreed that the external factor was more influential to students' motivation than the internal factor. They argued that the external factor influenced students' motivation more because they more often contacted with external factor like environment, teacher and peer friends.

Finding and discussion

This research found nine strategies that can be used by teacher to increase students' motivation. The strategies were including giving encouraging words, giving threat, explaining the purpose of learning, holding competition, helping students to overcome the learning difficulties, using various method, giving reward, giving a good role model to the students and creating a good classroom atmosphere. In this section, the researcher discussed the finding followed by supporting statements from some experts related to the strategies to increase students' motivation.

Finding 1: Giving encouraging words. This research found that some pre-service teachers did encourage students to learn English. When teachers gave encouragement, the students became more enthusiastic to learn English because they felt motivated and inspired by the teacher. This research also found out that those participants were often encouraged students to learn English at the end of lesson. They gave support and guidance to the students and emphasized the importance of education. A participant said, “I give support to the students to learn English so that they can be smart” (P5.11). One participant believed that by giving support to the students, students would be more enthusiastic to learn English and became smarter.

This research found that three participants believed that encouraging students to learn was the strategy to increase students’ motivation to learn English. This finding was in line with Teven and McCrosky (1996) who stated that the levels of learning were positively influenced when students perceived their teachers to be caring. In learning process teacher should be caring with students’ motivation. The teacher’s concern for their students can be demonstrated by encouraging students to learn. Therefore, the concern of a teacher by encouraging their students to learn would influence students' motivation in learning English.

Finding 2: Giving threat. This research found that all pre-service teachers gave threat to the students to reduce the score if the students did a mistake or the students did not obey pre-service teachers’ advice. When the students were given a threat, they become more enthusiastic to learn English. It

was because the students did not want their score to be reduced, as stated by a participant “Pre-service teachers will threat to report student’s to their English teacher so that the teacher could reduced their score if they behave badly, this method sometimes could make student’s to be obedient” (P2.13). The participant believes that students will feel discouraged if reported to their teacher.

Giving threat made students more deterrent in the English learning process although only in the form of spoken. However, on the other hand not all the pre-service teacher use threat in learning process. This finding was in line with Chen (2017), various teachers debate beliefs that were contrary to whether teachers should resort to threatening action in the classroom.

Finding 3: Explaining the purpose of learning. Explaining the purpose of learning and clear learning objectives to the students in the beginning of lesson would increase students’ motivation in English learning process. This research revealed that five participants were explaining the purpose of the learning at the beginning of lesson. They explained the purpose of learning in the beginning of the lesson so that the students were not confused, as stated by a participant, “perceived to explain the purpose of learning especially in learning English to the students before the lesson starts, so they are not being confused” (P2.15).

All those five participants believed that explaining the purpose of learning was the strategy to increase students’ motivation to learn English. This finding was in line with Fathurokhman and Sutikno (2010), who stated that one of the strategies to increase students’ motivation was by explaining the purpose of the learning. Explaining the purpose of the learning and clear learning objectives to

the students in the beginning of the lesson would increase students' motivation in the learning process. Because it makes students not to be confused with the lesson.

Finding 4: Holding competition. In the learning process, teacher must resuscitated the classroom atmosphere. Based on the data obtained, the pre-service teachers used a competition to make the students became enthusiastic. The competition was held in a form of game that related with the learning material. This research indicated that four participants held a competition among students in their teaching, as stated by participant "Create a competition for the students to increase students' enthusiasm to learn English, such as game where they should compete with other to do a task more quickly" (P3.10). Moreover, the other participant said "Hold a competition and they should compete with others to do a task more quickly in the classroom" (P4.7)

This research found that four participants believed that holding competition could increase students' enthusiasm so it motivated the students more to learn English. This finding was supported by Sanacore (2008), who stated that besides motivating students, teacher also needs to encourage and challenge their students. Therefore, it was necessary to hold competition among students to improve their English learning achievement.

Finding 5: Building relationship between student's and teacher in the outside of classroom. This research showed that three participants helped their students to overcome the learning difficulties, as stated by a participant who was "Trying to approach the students and helping by giving re-explanation of the

material even though it's out of lesson hours" (P3.12). The teacher should give a clear learning material and help the students if they did not understand or still confused with the learning material even though it's out of lesson hours. Besides that, teacher also needed to have a good relationship with student.

In the learning process, pre-service teachers helped students to overcome learning difficulties. Helping students to face learning difficulties were by giving re-explanation about learning material to the students. Helping students to overcome the learning difficulties was done by giving explanation about learning material with the students. In the English learning process, teacher should be able to give a clear explanation for speaking, reading, listening, writing. In speaking aspect to help students who have a difficulty, teacher could give more material about dialog and role play. In the reading aspect to help students who have a difficulty, teacher could give more material about reading text. In the listening aspect to help students who have a difficulty, teacher should gave more material about listening text. In the writing aspect to help students who have difficulties, teacher should gave more material about writing text. Teacher was not only helping students in the classroom but also outside of the classroom. This finding is supported by Arnett (2002), who mentioned that an important factor that also motivates students was the relationship between the teachers and the students outside the classroom. The relationship between teachers and students outside the classroom made students not being awkward to share with teachers about the difficulties in learning English.

Finding 6: Using various teaching methodology. Using the same method in the teaching and learning proses could make the students bored and make the students demotivated to learn. Using the various method increased students' concentration and motivation, as stated by participants "pre-service teacher can change the learning method because teacher should be able to have a variant method"(P3.14). Then pre-service teachers should have a various method to make students not bored. This is in line with statement "Should provide various methodology, to make students not boring during the English learning process" (P5.13).

This result was in line with Forsyth and McMillan (1991), stated that Variety reawakens students' involvement in the course and their motivation break the routine by incorporating a variety of teaching activities and methods in the course such as role-playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work. Those various strategies above could be used to avoid students' boredom during learning process.

Finding 7: Giving reward. Giving reward to students who were active in the class, and were able to complete the task given by the teacher encouraged students to learn more actively. In addition, students who have not yet accomplished that reward would be more motivated to be more active. The reward could be as simple as a praise, as stated by participants "reward given is in a form of compliment" (P2.12).

In this research, researcher concluded that giving reward to students by pre-service teacher can increasing students' motivation to learn English. This finding was in line with Brunning, Schraw and Norby (2010) who said that the kinds of reward can stimulate students to do better as long as they are used properly, not to be used excessively. The type and amount of a reward have an effect on motivation and performance.

Finding 8: Being a good role model to the students. Teachers as educators whose main duty was to teach need to have personality characteristics that were very influential on the success of development in the learning process, as stated by participant “ at least we have to set a good role model to the students”(P3.5).

This research indicated one participant stated that a teacher should become a good role model to the students. Teachers play a vital role in influencing students' motivation. Jacobs and Ferrel (2003), stated that teacher's role in language learning are vitally important. Therefore, a teacher should always set a good example for his/her students so that students could imitate any good thing from a teacher.

Finding 9: Creating a good classroom atmosphere. The good classroom atmosphere encouraged students to try and learn based on their interest. The good classroom atmospheres made students to be more motivated in the English learning process. One participant said that pre-service teachers tried to make a good classroom atmosphere. Then, other participant said, “I make the atmosphere of the class to be comfortable and relax during English learning process”(P2.10).

This research found that two participants said that as a teacher, they needed to create a good classroom condition to make students relax and not feel bored during the English learning process. This finding was in line with Kormos and Lukóczy (2004), who explained that creating a negative classroom atmosphere would decrease students' motivation. A classroom could affect students' achievement. Less conducive class conditions could lead to decreased levels of students' concentration in following the learning process, but otherwise favorable and conducive class conditions gave different impression to its users, especially the students

In summary, this research found that there were nine strategies that used by pre-service teacher to increase their students' motivation to learn English. The first strategy was giving a threat. The second strategy was encouraging students to learn. The third strategy was explaining the purpose of learning. The fourth strategy was forming a good learning habit. The fifth strategy was holding a competition. The sixth strategy was helping students to overcome learning difficulties. The seventh strategy was using various methods. The eighth strategy was giving a good role model to the students. The ninth strategy was creating a good classroom atmosphere.