

CHAPTER FOUR

FINDINGS AND DISCUSSION

This chapter provides the presentation of the research findings and discussion. The finding and discussion are presented and discussed in order to answer the two research questions. The first concerns with strategies used by English teacher at SMA Budi Mulia Dua Yogyakarta to motivate students to learn English. The second is related to the most effective strategies considered by teachers to motivate students to learn English.

This presentation of the results of research findings is divided into two subtopics. The first subtopic is the finding on the strategies used by the teachers to motivate students to learn English. The second subtopic is the most effective strategy used by the teacher to motivate students to learn English. The findings and discussion are based on the results of the interview from the teachers responds. The three English teachers in SMA Budi Mulia Dua Yogyakarta were interviewed to provide some information related to the teachers' strategies to motivate students to learn English and also on the most effective strategies considered by English teachers to motivate students to learn English.

The Findings on Teachers' Strategies to Motivate Students to Learn English

The first research question of this research is what strategies used by English teachers at SMA Budi Mulia Dua Yogyakarta to motivate students to learn English. Motivation will encourage students to work hard for the success in learning that is why motivation is very important in learning process. One of the teacher roles is motivator, so the teacher should motivate students to be success in

learning. In this research, the researcher found some findings dealing with teachers' strategies to motivate students to learn English at SMA Budi Mulia Dua Yogyakarta. The strategies are 'My Class is Your Class' activity, making a learning contract, using a variety of attractive technique, using multimedia, providing appreciations, giving punishment, explaining the benefits and objectives of the lesson, and conducting personal approach and providing feedback.

Finding 1: Conducting '*My Class is Your Class*'

Many students assume that learning English is a difficult subject. A teacher must find a way that makes learning English easier to be understood and to be learned. The data showed that in SMA Budi Mulia Dua Yogyakarta, one of the ways used by teachers to motivate students to learn English was by implementing 'My Class is Your Class' activity. 'My Class is Your Class' is an activity that gives students freedom to choose the form of the English language learning activities. This activity was done once in two weeks.

From the three participants, two of them stated that they used 'my class is your class' activity. They are the second participant and the third participant. The second participant mentioned that she gave the freedom to the students to choose the class activity that will run in their class. She said that 'My Class is Your Class' was always conducted once in every two weeks.

The other participant is the third participant who mentioned that my class is your class was conducted by him to motivate his students. My class is your class was conducted once in every two weeks. He said that every second week student can choose the learning activity as long as related to the lesson.

Based on the above explanation, 'My Class is Your Class' activity was applied by two participants to motivate the students. My class is your class is done once in every two weeks. This activity is carried out by the teachers by giving the freedom to the students to determine their learning activities such as watching movies, outdoor class and play a game. My class is your class is an effort to encourage students' learning motivation.

Finding 2: Making a Learning Contract

One of the strategies that used by the English teacher at SMA Budi Mulia Dua Yogyakarta to motivate students to learn English is making a learning contract. Learning contract is a planning that contains series of activities and learning rules to achieve the learning goals made according to the agreement between teachers and students. This strategy used by the second and the third participants. Firstly is the second participant said that, "I invited the students to make a learning contract." The learning contract consists of the class rules and the activities that will run in a year according to the agreement between teacher and students.

Next is the third participant also stated that his students were invited to make a learning contract. He said that, "We made a learning contract in the first semester." The learning contract consists of the student's responsibilities and student's rights based on the agreement.

The learning contract was made in the first semester based on the agreement between teacher and students. The learning contract consists of the regulations of class, students' rights and students' responsibility in class activity in a year. In the process of making a learning contract, students were asked by the

teacher to discuss a learning contract together.

Finding 3: Using a Variety of Attractive Techniques

To attract students in learning English, teachers must be creative in delivering the lessons. The use of variety of attractive techniques in learning English can motivate students to participate in the learning process. The students will be excited to learn when the teachers deliver the lessons with a variety of attractive techniques, such as delivering lessons with interesting, and fun techniques, engaging students in the learning process, providing the opportunity for students to express their opinions, creating group discussion, creating a conducive learning environment and creating a competitive atmosphere and using a various learning media such as computer LCD, audio and video (Sardiman, 2006).

The use of variety of attractive techniques was applied by all three English teachers at SMA Budi Mulia Dua Yogyakarta to motivate the students to learn English. Based on the interviews, the first participants said that, "I strated the lesson with something interesting like ice breaking." He used ice breaking techniques to attract students' attention. In addition, he involved his students in the learning process by giving an opportunity to the students to present the results of the student's work and asked the students to give a feedback from the results of their friend's work. Moreover, he also mentioned that, "I often created groups discussion during the class activity."

Additionally, the second participants also said that, sometimes she asked the students to conduct outdoor class activity such as playing a game. To increase the students' motivation, she conducted a learning activity outside the clss to

make students interested in learning English, the students was invited to learn outside the class, and then conducted a game related to the material.

Based on the interview, the third participant said that he created conducive learning environment as his technique. Additionally, he started the lesson by giving a motivational story and shared the information of scholarship in abroad to his students were expected can increase students' motivation to learn English. Then he also said that, "Sometimes I divided the students to work in groups so that the students can share the opinions each others." Moreover, he also stated that he created competitive atmosphere in the learning activity to increase students learning motivation.

In the learning process the teacher must have skills in teaching. One of the skills that should be possessed by the teacher is to implement a variety of attractive teaching techniques. When the teachers use a variety of attractive teaching technique with appropriately, then the students will have a high motivation to learn. Teachers must be able to present the lesson interestingly and clearly to students. Teacher can present the lesson that submitted with the new technique, with good packaging supported by the facility or media to attract student attention in learning (Sanjaya, 2008). In this case, by giving an opportunity to the students to present the results of the student's work, creating groups discussion, using multimedia, making games and also creating a competitive atmosphere were techniques that used by the teachers in SMA Budi Mulia Dua Yogyakarta. Those techniques were used in order to attract and activate the students in learning activity, so that the students are being motivated to learn English.

Finding 4: Using Mulitmedia

Multimedia is used by all three English teachers at SMA Budi Mulia Dua Yogyakarta in order to motivate their students to learn English. By using mulitmedia such as computer, LCD, audio and video can make students excited to learn English. Teachers prefer to do watching movies or videos to encourage and to strengthen students' motivation. Based on the interview, the first participant mentioned that he used of multimedia to support in the learning process such as LCD and video so that student excited in the learning activity. Then, he also played a video of native speaker who speaks in Javanese language to motivate his students to learn English. The video played by the teacher to motivate his students to learn English. So that students expected more confident to speak in English.

Furthermore, based on the result of interview the second participant said that she also used watching movie related to the lesson as her strategy. Additionally, she said that watching movie can encourage students to learn and make students interest in learning activity, so that learning activity is being fun.

The third participant also said that he often played movie to motivate his students. Additionally, he invited the students to talk English language about the song, the actors and the actresses in that movie. In other words, the movies are chosen based on the students' preference. However, the teachers gave the suggestion to the students to watch movie that can inspire and motivate them.

Based on the interview above, all three participants applied watching movies as their strategy to motivate their students. Watching movies is one of the strategies that can be applied by the teachers in teaching process to motivate the students. The second participant believed that by watching movie or video

students are more fun and interest in learning process. This in line with the Sardiman's (2006) theory that invites the students to watch the motivation and education movie will motivate the students. Besides, imagination and the contents of the movie will also attract the attention and interest of students in learning.

Finding 5: Providing Appreciation

Based on the interview, to motivate students to learn English three participants provided appreciations as their strategy in motivating the students to learn English. The first participant mentioned that appreciation can be a compliment to appreciate the efforts of students and make students feel happy or proud, so the students will try to always be the best to get compliments or feedback from the teacher.

Additionally, the second participant said that she is providing appreciation to motivate her students. In motivating the students, she provided a reward such as a pin for the best student. Pin for the best student was provided by the teacher once in every two weeks for student who got high point in two weeks. Besides, she provided an additional point and sometimes a pen for student who was active in class and answered the the questions that provided by the teacher during the learning process.

The third participant also said that providing appreciation is one of his strategies to motivate students in learning process. He is providing a compliment to the students who are active in class and providing a reward such as a snack.

To motivate the students to learn English, those three participants provided appreciation as their strategy in the English learning process. Appreciations provided by the teachers can be in terms of compliment, feedback and additional

point. Besides, a pen and a snack are also provided by the teacher as rewards for active student in class and also a pin for the best student provided by the second participant once in every two weeks. All participants argued that providing appreciations can be a strategy to motivate students in English learning. It is in line with the previous theory that providing appreciation such as compliments, rewards and points is a way that can be implemented by the teacher to motivate students to learn (Sardiman, 2006).

Finding 6: Providing Punishment

The other strategy used by English teachers at SMA Budi Mulia Dua Yogyakarta to motivate students to learn English is by providing punishment. Punishment can also be a strategy to motivate students to learn English. Based on the result of interview, providing punishment was applied by two participants. Which are participants two and three.

Punishment was provided by the teacher to the students who break the class rules or learning contract. The second participant stated that, "I also given a punishment to my students who break the class rules or learning contract that has been made between the students and I at the first semester." One of the class rules is students do not say inappropriate words during the class activity. She also gave a punishment in the form of point reduction for student who says inappropriate words during the class activity. Besides, a punishment gave by her for students who do not bring a module and a dictionary by asking them to copy the module or borrow from the library. Moreover, students who speak in *bahasa* in the class activity got the punishment, in form of translating the novel based on how many students said *bahasa* in a word.

In addition, the third participant also stated that there is a punishment for students or group work. There is no physical punishment, kind of punishment given by the teacher is to make their own dictionary for students who come late to the class and for the group which lose in a competition.

Based on the above explanation, two teachers used punishment as their strategy to motivate their students to learn English. The punishment provided by the teacher when there is students who break the class rules and also for students or group who lose in a game competition that conducted in class activity. Both participants did not give physical punishment. The form of punishments provided by the teachers related to the lesson are reduction points, copy or borrow the module to the library, and translate novel which are stated by the second participant and also make students own dictionary which is stated by the third participant. Providing punishment correctly and wisely can be a motivation for students to learn better (Sardiman, 2006). Therefore, punishments given by the teachers will encourage students to learn better as long as teachers give the punishment correctly and wisely.

Finding 7: Explaining the Importance of the Lesson

Explaining the benefits and objectives is very important. By knowing the benefit and objective of the lesson will motivate the students to learn seriously. Based on the interview, there were two participants that explained the benefits and objectives of the lesson to motivate their students. The first participant stated that he is explained the important of the lesson at the beginning semester. He said that, one of the important things is first impression. He explained the importance of learning English for the future to the students in the first semester.

Next participant is the third participant. He has the same statement with the first participant about explaining the benefits and objective of the lesson. The important of the lesson was explained by him in order to motivate the students to learn English. He told to the students that they should learn English because English is very important and beneficial in the future.

Students need to know the benefits and objectives of the lesson, because by knowing the benefits and objectives of the lesson, the students will know what they are will get from the lesson. By doing so, the students will know what they are going to learn and get during the learning process, so that the process of learning will successful (Sukmadinata, 2007). Both participants argued that English lesson is very important. Furthermore, to motivate their students they were explained to the students about the important of English. However, the teachers do not explain specifically the objectives of each lesson every meetings.

Finding 8: Conducting Personal Approach

Conducting personal approach is used by the first participant in order to motivating his students who problem in learning activity. Each student has a different level of motivation and sometimes students' motivation decreases when a student has personal problems. In this situation, the teacher should be able to increase the student motivation by conducting personal approach. He mentioned that, "I conducted observation to some students who need personal approach." Sometimes, during the learning process there is student who has a personal problem. In this case, he conducted personal approach to motivating the students. He invites her student to talk about the problem and find the solution together in relaxed situation such as in canteen. By conducting personal approach, the first

participant expected can remotivate students who need personal approach to have motivation to learn.

Finding 9: Providing Feedback

Based on the interview, to motivate students to learn English the first participant provided a feedback to the students' work. He said that, "One of the important strategy to motivate students to learn English is providing a feedback." Feedback is not only providing by the teacher, but also he asked the students to give a feedback each other. Feedback can be in form of compliment or constructive criticism. By providing feedback, students are expected to learn each other and respect of the friends' opinion so that they can be motivated to learn.

The following table summarizes the findings of the first research question regarding to what strategies are used by the English teachers to motivate students to learn English. There are nine strategies was used by English teachers to motivate students to learn English. Those strategies were conducting 'My Class is Your Class' activity, making a learning contract, using a variety of attractive technique, using multimedia, providing appreciations, providing punishment, explaining the importance of the lesson, conducting personal approach and providing feedback.

Table 4.1: Strategies Used by English Teachers at SMA Budi Mulia Dua Yogyakarta to Motivate Students to Learn English

No	Findings	Strategies	Participants
1	Conducting 'My Class is Your Class		Participant 2 Participant 3
2	Making a learning contract		Participant 2

			Participant 3
3	Using a variety of attractive technique	<input checked="" type="checkbox"/> Ice breaking <input checked="" type="checkbox"/> Involving students <input checked="" type="checkbox"/> Outdoor class activity <input checked="" type="checkbox"/> Games <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Creating conducive learning situation <input checked="" type="checkbox"/> Creating competition atmosphere	Participant 1 Participant 2 Participant 3
4	Using multimedia	<input checked="" type="checkbox"/> LCD <input checked="" type="checkbox"/> Movie <input checked="" type="checkbox"/> video	Participant 1 Participant 2 Participant 3
5	Providing appreciation	<input checked="" type="checkbox"/> Rewards <input checked="" type="checkbox"/> Point	Participant 1 Participant 2

		✓ compliment	Participant 3
6	Giving punishment	✓ point reduction	Participant 2
		✓ translate a novel	Participant 3
		✓ make own dictionary	
7	Explaining the benefits and objectives of the lesson		Participant 1 Participant 3
8	Conducting personal approach		Participant 1
9	Providing feedback		Participant 1

Findings on the Most Effective Strategies Considered by English Teachers of SMA Budi Mulia Dua Yogyakarta to Motivate Students to Learn English

All participants have strategies to motivate their students. There are nine strategies that used by the teachers at SMA Budi Mulia Dua Yogyakarta to motivate students to learn English. On other hand, every teacher has his/her own most effective strategy to motivate students to learn English. In this part, the researcher would answer the second research question which is what strategies are most effective considered by English teacher of SMA Budi Mulia Dua Yogyakarta to motivate students to learn English. Each participant has different most effective strategy based on their opinions.

Based on the result of interview, those three participants had different opinions on the most effective strategy that used to motivate the students to learn English. The first participant argued that the most effective strategy to motivate

his students is by providing feedback in form of compliment or constructive criticism. Feedback is not only provide by the teacher, but also from the students. He asked the students to give a feedback each other. By providing feedback, students were expected to learn each other and respect of the friends' opinion so that they can be motivated to learn English. That is why he argued that the most effective strategy that he used is providing feedback.

Furthermore, the second participant argued that the most effective strategy to motivate her students is by making a learning contract. She said that by learning contract, the students felt respected by the teacher so the students feel comfortable to learn English.

Next is the third participant. He argued that the most effective strategy to motivate his students is by conducting 'My Class is Your Class'. He mentioned that my class is your class with several activities make the learning activities to be mor interseting. Thus, students are motivated to learn English.

Based on the results of the interview, each participant had his/her different effective strategy in motivating students to learn English. Three participants have different opinions about the strategy that is effective in motivating students. The first participants argued that the most effective strategy to motivate students by giving feedback. He said that by giving feedback, students being motivated. Feedback is given in the form of a compliment, suggestion or criticism positively. He also gave an opportunity to the students to give feedback each other. Furthermore, the second participant argued that the most effective strategy to motivate students by making learning contract. She mentioned that learning contract made students respected by the teachers. And then, the third participant

argued that the most effective strategies to motivate students is to conduct my class is your class. The reason is because there are several activities in my class is your class that can motivate students to learn English.

In conclusion, the following table summarizes the findings of the second research question related to what is the most effective strategy to motivate students to learn English. There are three most effective strategies to motivate students to learn English. That is because the teacher has his/her own perception in responding this question. Those three most effective strategies are Providing appreciation in form of feedback, making a learning contract, and conducting 'my class is your class'.

Table 4.2: Most Effective Strategies Considered by English Teachers to Motivate Students to Learn English

No	Participant	Most effective strategies considered by English teachers
1	Participant 1	Providing appreciation in form of feedback
2	Participant 2	Making a learning contract
3	Participant 3	Cunducting 'My Class is Your Class'