

Chapter Four

Findings and discussion

This chapter presents an analysis of data collected from interviews with participants of this study. Here, the findings of this study are elaborated, which explains students' strategies in increasing their learning motivation as the English Language Education Department (ELED) students of a private university in Yogyakarta.

As an introduction, the researcher asked the participants questions about the research (strategies to increase their motivation in learning English at ELED UMY). From their answers about what makes them enthusiastic in learning English, that is, first of all, has a purpose, besides that what makes them excited about learning English is parents, friends, and lecturers. Ellis (1997) agrees that students will have responsibilities in learning for themselves from their parents, who have trusted them in learning English. If they have a strategy to increase motivation, they don't want to disappoint their parents.

Communication with Family Members. In this study, the researcher found that communicating with family members is very influential as a strategy students can use to increase their motivation in learning. The researcher also found that the participants were aware that communicating via telephone or chatting with parents can make them enthusiastic in learning English and the spirit of going to college. They received good and positive advice so that they would not regret and be disappointed in the future, their praise and advice would encourage students to study harder at EED UMY. Wong (2005) explained in the importance of strategies to increase student motivation to learn, students

will be easier in realizing their dreams in the future. The above statement can be seen from the participants below:

The first thing in my opinion personally is parents who encourage me and encourage my motivation to go to campus and to learn. (P2.1)

If apart from oneself, the motivation of learning is parents, just by telephone or direct communication with parents. (P3.3)

One of the students' strategies in increasing motivation to learn is by participating in class with lecturers devoting all their thoughts and attention to students. It will make students feel excited while learning in the class. From this, students will feel themselves getting attention from others (Jimmi, 2012).

Friendship with Supportive Classmates. Students are believed to be comfortable when studying in the class when classmates can be invited to work cooperatively in-class discussion. Good friends remind each other when assignments or class schedules change. This can also be seen from the statements of students below:

Friends also make motivated. (P2.1)

Besides the parents, a good friend often communicating outside and inside the classroom. (P3.4)

The benefit of having a friendship with supportive classmates is sharing information about knowledge. A good relationship with friends is important for the development of students. Therefore, having high learning discipline and positive friends is expected to

influence the increase of student motivation since it makes students more enthusiastic in learning (Santrock, 2003).

Motivating Student-Lecturer Association. Friendly and attentive lecturers can give students encouragement and comfort in learning. Frequent communication with lecturers makes students comfortable when studying in class. The statement can be seen below:

The teacher or lecturer, in teaching, that is friendly to students makes me excited.
(P1.2.)

Participants' perception is in line with what Ellis (1997) reported, having the opportunity to talk and discuss with lecturers and friends is one of the strategies students should do to increase their learning motivation. Thus, to have a student-lecturer association that contains frequent communication is beneficial for students as a strategy to increase learning motivation.

Thoughtful Time Management. The researcher also found participants' statements about how to be able to do assignments and enter the class on time. Participants said that to be able to do assignments and enter classes on time, they had to remember the due date for the assignment and time to attend the class. Participants also said that in order not to be late for class, participants live a place to stay near the campus, makes them able to go on time.

In order not to be late for class, I was looking for a place to stay that is close to campus. it's one of my strategies so that I can be on time. (P1.8)

Participants have a strategy to avoid the absence, which is Get up and enter class on time. The responses of the three participants in this study were almost the same.

Participants said that they must be diligent in going to college because if they do not enter class four times, it will affect their grades. This information can be seen from the participant's statement below.

Get up on time, so you can leave on time. *(P2.21)*.

I diligently go to college and enter class on time. *(P2.18)*

Dembo (2013) stated that when someone has a high discipline in learning, they will easily achieve success in the future. To be able to do such things in a timely manner, class entrance schedule and the due date for assignments, time management is important.

Knowing when to learn and when to play is needed to implement well.

Hanging out with good friends in class can help in working. *(P1.7)*

Know the last day that assignments must be collected. *(P3.7)*.

From the participant's statement above, the researcher noticed that looking for a place to live near the campus will ease participants to leave on time to get to class (Dembo, 2013).

Frequently asking friends about assignments, I can remember if there are tasks that must be collected. *(P2.9)*

Carry out tasks to be completed quickly, so that they can be collected directly before the specified limit. *(P3.8)*

Participants also stated that communicating well with friends and doing activities on time is the key to success in increasing learning motivation. Dembo (2013) believed that when students have a high discipline in learning, it will make them easier to achieve success in the future.

Interesting Topics for Class Discussion. The researcher also asked another question that supported students' strategies in increasing their motivation to learn at EED, "what does make them excited learning in the class?". When discussing in class, one of the participants said that what makes them motivated is when the theme of the discussion is interesting, talking topics that participants like and can relate to. This information can be seen from the participant's statement below:

Discussing the lessons we like is surely comfortable for us and it easily (the lessons) sticks in our brain. (P3.17).

A good and interesting theme can increase students' knowledge about what is learned and motivate them to learn English. This will create a meaningful discussion for students as their learning motivation increases. Other participants also said that discussing in a comfortable atmosphere with friends can make students easier to discuss, such as classmates or close friends who can make discussions fun.

To be in a group with good friends, it makes me comfortable. (P3.15)

One of the strategies in increasing learning motivation is for students to learn lessons in a particular learning environment including the nature, scope, and sequence of activities that can give students learning experience (Gerlach & Ely, 2013). In the

participants' statement above, friends are good figures to have when doing discussion in the class.

From all the statements above, it can be seen that strategies in increasing student motivation, chatting often communicating with parents, friends, and being close to lecturers can make participants more enthusiastic about going to college and enthusiastic about learning. Ellis (1997) agrees that students will have responsibilities towards themselves or their parents who have trusted them in learning English.

In the class discussion, participants also said that having meaningful discussion with an interesting theme in a comfortable atmosphere with good friends directed by friendly lecturers can improve their learning motivation.

From all the findings related to students' strategies in improving their learning motivation, the researcher found that the role of parents, friends, and lecturers became important points for students who are studying English education as ELED students. Besides, facilities, atmosphere, and housing of the class also become important factors to increase student motivation to study at the private university's ELED.