

**HOW THE ENGLISH TEACHERS OF SMPK St. AGNES  
SURABAYA MOTIVATE THE STUDENTS AND MAINTAIN  
THE MOTIVATION IN LEARNING ENGLISH: AN  
OBSERVATIONAL STUDY**

**A THESIS**

**In Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree  
in English Language Teaching**



**By:**

**SYENTI DEWI**  
**1213000071**

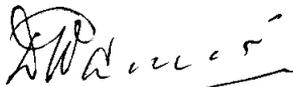
INDUK	1880/05
IGL TERIMA	2 Mei 2005
PENYI KADIN H	TK-IP.6
No. BUKU	Fk-ig Dew h-1
KCP/KE	1 (SATU)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JANUARY 2005**

## APPROVAL SHEET

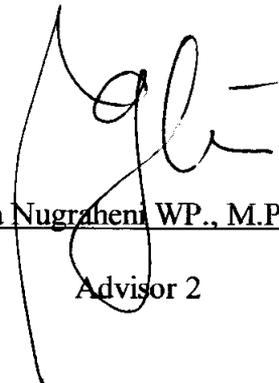
(1)

This thesis entitled HOW THE ENGLISH TEACHERS OF SMPK St. AGNES SURABAYA MOTIVATE THE STUDENTS AND MAINTAIN THE MOTIVATION IN LEARNING ENGLISH: AN OBSERVATIONAL STUDY, prepared and submitted by Syenti Dewi has been approved and accepted as a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Dr. D. Wagiman Adisutrisno, MA

Advisor 1



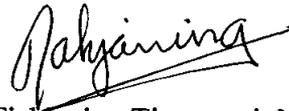
Rosalina Nugrahenti WP., M.Pd.

Advisor 2

# APPROVAL SHEET

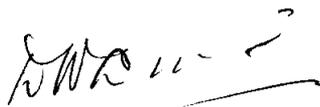
(2)

This thesis has been examined by the Committee of an Oral Examination with the grade of \_\_\_\_\_ on January 6, 2005.



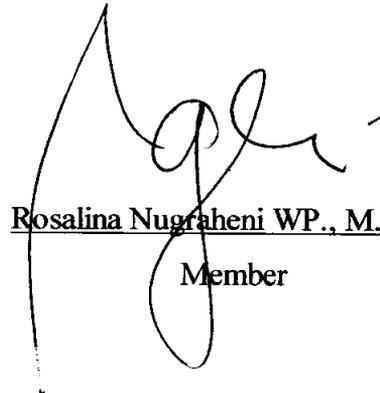
Dr. Tjahjaning Tingastuti, M.Pd.

Chairman



Dr. D. Wagiman Adisutrisno, MA

Member



Rosalina Nugraheni WP., M.Pd.

Member



Dra. M.N. Siti Mina Tamah, M.Pd.

Member



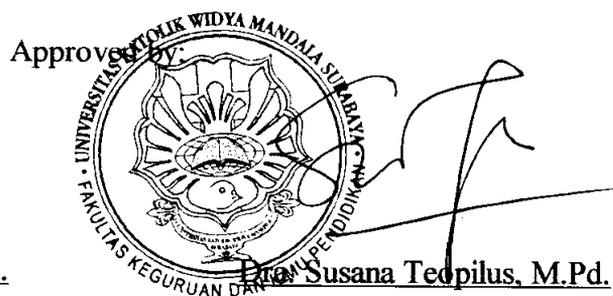
Davy Budiono, S.Pd.

Member



Dra. Agnes Santi W., M.Pd.

Dean of the Teacher Training Faculty



Dra. Susana Tedpilus, M.Pd.

Head of the English Department

## **ACKNOWLEDGEMENTS**

First of all, the writer would like to thank to the Lord Jesus Christ for his grace, blessing and help in accomplishing this thesis. Besides, the writer also got a lot of help and guidance from various sources in doing her thesis. That is why the writer would like to express her deep gratitude to:

1. Dr. D. Wagiman Adisutrisno, MA, the writer advisor who has given his valuable advice and guidance to the writer in conducting her thesis.
2. Rosalina Nugraheni WP., M.Pd., the writer advisor who has spent her valuable time to guide her patiently and give her suggestions so that she can finish writing this thesis.
3. DR. Veronica L. Diptoadi, M.Sc., the lecture from the English Department of Widya Mandala University Surabaya, who has given the idea of this thesis.
4. Sr. Sophia S. Sp. S, the school principal of SMPK St. Agnes Surabaya, who has given permission to the writer to carry out some observations at the school.
5. All the English teachers of SMPK St. Agnes Surabaya, who have given permission to the writer in observing her teaching process in the classroom.
6. All the students of SMPK St. Agnes Surabaya, who have given his time to be interviewed by the writer.
7. Her lovely aunt, Chen Giem Hwa, who has given support and pray and help in financing all her need in accomplishing this thesis.

8. Her beloved friend, Chrismadhi Santoso, who has given a lot of supports and contributions in giving his idea and suggestions so that she can finish this thesis.
9. Her sister, Sieni Windari, for her prayer and support in accomplishing this thesis.
10. All the writer's friends, who have contributed to the completion of this thesis.
11. All the administration staff, librarians and employee for their assistance and support during her study at the English Department.
12. The shepherd of the writer's church, Om Wiem and Tente Sien, who have support her in pray so that she can finish this thesis.
13. Finally the writer would like to thank to everyone who has given his assistances in completing this thesis.

The writer

**TABLE OF CONTENTS**

	Page
Approval Sheet (1).....	i
Approval Sheet (1).....	ii
Acknowledgements.....	iii
Table of Contents.....	v
Abstract.....	viii

**CHAPTER I INTRODUCTION**

1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	3
1.4 Significance of the Study.....	3
1.5 Limitation of the Study.....	3
1.6 Theoretical Framework.....	4
1.7 Definitions of the Key Term.....	4

**CHAPTER II REVIEW OF THE RELATED LITERATURE**

2.1 The Underlying Theories.....	5
2.1.1 Factors Affecting the Success of Language Acquisition.....	5
2.1.2 Motivation.....	7
2.1.3 Kinds of Motivation.....	8
2.1.4 The Need of Motivation.....	10
2.1.5 Motivational Strategies.....	12
2.1.5.1 Creating the Basic Motivational Conditions.....	13
2.1.5.2 Generating Initial Motivation.....	17
2.2 Review of the Previous Studies.....	21

### **CHAPTER III RESEARCH METHOD**

3.1 Research Design.....	23
3.2 Subject.....	23
3.3 Instruments.....	25
3.4 Procedure of Collecting the Data .....	25
3.5 Data .....	26
3.6 Data Analysis .....	27

### **CHAPTER IV DATA ANALYSIS AND DISCUSSION**

Table 4.1.....	30
Table 4.2.....	32
4.1 The Observations of Teacher A.....	33
4.2 The Observations of Teacher B.....	47
4.3 The Students' Response toward, the Teacher Ways in Motivating them and Maintaining their Motivation to Learn English.....	53
4.3.1 The First Year Students' Response Toward Teacher A.....	53
4.3.2 The Second Year Students' Response Toward Teacher B.....	54
4.4 The Result of the Findings.....	55
4.4.1 The Result from the Observations of Teacher A	55
4.4.2 The Result from the Observations of Teacher B	57

### **CHAPTER V CONCLUSION AND SUGGESTIONS**

5.1 Conclusion.....	58
5.2 Suggestions.....	61

<b>BIBLIOGRAPHY.....</b>	<b>63</b>
--------------------------	-----------

**APPENDICES A The Utterances on the Teaching Learning**

**Activities of Teacher A**

Appendix A1 The Utterances at the first Observation.....	65
Appendix A2 The Utterances at the second Observation.....	71
Appendix A3 The Utterances at the third Observation.....	76
Appendix A4 The Utterances at the fourth Observation.....	80
Appendix A5 The Utterances at the Fifth Observation.....	85

**APPENDICES B The Utterances on the Teaching Learning**

**Activities of Teacher B**

Appendix B1 The Utterances at the first Observation.....	91
Appendix B2 The Utterances at the second Observation.....	94
Appendix B3 The Utterances at the third Observation.....	97
Appendix B4 The Utterances at the fourth Observation.....	100
Appendix B5 The Utterances at the Fifth Observation.....	101

**APPENDICES C The Interview with Some Students of Teacher A**

Appendix C1 Interview with some students of IC.....	103
Appendix C2 Interview with some students of ID.....	106
Appendix C3 Interview with some students of IA.....	109
Appendix C4 Interview with some students of IB.....	111
Appendix C5 Interview with some students of IE.....	114

**APPENDICES D The Interview with Some Students of Teacher B**

Appendix D1 Interview with some students of IIE.....	118
Appendix D2 Interview with some students of IIB.....	120
Appendix D3 Interview with some students of IIA.....	122
Appendix D4 Interview with some students of IID.....	124
Appendix D5 Interview with some students of IIC.....	125

**APPENDICES E The Interview with Some The English Teachers**

Appendix E1 Interview with Teacher A.....	129
Appendix E2 Interview with Teacher B.....	130

**APPENDICES F Observation Sheets Teacher A.....** 131

**APPENDICES G Observation Sheets Teacher B.....** 134

## ABSTRACT

Dewi, Syenti, 2004. **How the English Teachers of SMPK St. Agnes Surabaya Motivate the Students and Maintain the Motivation in Learning English: An Observational Study**. Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Katolik Widya Mandala Surabaya. Advisor: (1) Dr. D. Wagiman Adisutrisno, MA (2) Rosalina Nugraheni WP. , M. Pd.

Key words: Motivation, Learning

English is one of the most important languages in the world. That is why the government of Indonesia places English as one of the compulsory subjects in every school. This condition sometimes makes some students feel forced in learning English. They only learn English by following the lesson at school, but they do not have any interest or motivation in learning the language. Meanwhile, one of the keys to success in language learning is motivation. By having motivation the students learn more actively. If a student is not motivated to learn, he will reject the learning situations which can produce the desired changes, in the way, he will not gain any success (Donald, 1966:12). In this case, a teacher has an important role in the classroom in motivating the students and also maintaining the motivation in learning the language.

In this study the writer did some observations to know how the English teachers motivate the students and maintain the motivation in learning English. The writer conducted the observation at SMPK St. Agnes Surabaya. So, here the writer observed the English teachers' strategies in motivating the students and maintaining the motivation in learning English.

This is a qualitative research that analyzes teaching activities that take place in natural settings. The teaching activities that are observed can be used to describe the teachers' strategies in motivating the students and maintaining the motivation in learning English.

After doing five time observations on teacher A and five time observations on teacher B, the writer found out that both teachers almost used the same strategies in motivating the students. The same strategies were: demonstrate and talk about the teacher's enthusiasms for the course material and how it affects him personally, develop a personal relationship with the students, create a pleasant and supportive atmosphere in the classroom, make the curriculum and the teaching materials relevant to the students, take the students' learning very seriously, and promote the development of group cohesiveness. Then, the other strategies of teacher A which were not same with teacher B were: promote the students' awareness of the instrumental values associated with the knowledge of an L<sub>2</sub>, and promote the learners' language related values by presenting peer role models. Meanwhile, teacher B's strategy which was not same with teacher A was: help to create realistic learner beliefs. Teacher A applied four strategies in maintaining the motivation. The strategies were: make the learning more stimulating and enjoyable for the learner by breaking the monotony of classroom

events, make learning stimulating and enjoyable for the learners by enlisting them as active task participation, help diminish language anxiety by removing or reducing the anxiety provoking elements in the learning environment and raise the students' self motivating capacity. However, in terms of maintaining the motivation, it was found out that teacher B never used any strategy to maintain her students' motivation in learning English.

The writer suggests that a teacher may vary the strategies in motivating the students and maintaining the motivation, so that the students will not feel bored during the lesson. A teacher should also maintain the motivation, so that the students can always be encouraged to learn actively.