

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

The number of students in Indonesia is increasing. This can be seen in many educational institutions, nevertheless the graduate quality is insufficient to fulfill the required quality of the human resource. One factor that can cause this problem is the lack of willingness in learning. This also happens in learning English . The writer has found a phenomenon that the students are inclined to ignore their friends' and teachers' invitation to speak up in the classroom. Feeling shy, doubtful and unconfident make them become silent although they are in a conversation class. Whereas, the educational institution including the teacher has significant function to create and help the students to get many skills and important information for their individual development. Because of the reason, education is viewed as the training for developing qualified human resource. Zulliger (1958), a psychoanalytic, said that most of people ever experience feeling of fear to their teacher and their lesson. Yet this feeling will disturb the learning process, because it can make students unwilling to participate in the class.

Any discussion about unwillingness cannot be separated from the students' interest and motivation. Nasution and Hamidy (1981) state that interest as a mental aspect is very important in inducing a person to direct this attention and do an activity (Mudjajanah, 1998: 11). Based on the statement, the writer of this research underlines for the word “a mental aspect”, “attention”, and “do an activity” as the key problem of this research.

English department of Muhammadiyah University of Malang trains the students to be English teachers. As English teacher candidates, it's necessary for them to know their students' condition, especially their psychological condition. The psychological condition of the students influences their interest and motivation in learning. Natawijaya in Mudjajanah (1998) states as follow:

“Bahwa apabila seseorang menaruh minat terhadap sesuatu, maka minat ini akan menjadi motif yang kuat baginya untuk berhubungan secara lebih aktif dengan barang yang menarik minatnya itu. Akan tetapi bila sesuatu itu tidak menimbulkan kesenangan kepada dirinya maka ia akan berbuat netral, dan apabila sesuatu itu menimbulkan ketidaksenangan maka individu itu tidak akan menaruh minat terhadap sesuatu itu. Salah satu hal yang memperkuat minat adalah apabila sesuatu atau seseorang di lingkungan yang bersangkutan dapat dijadikan alat untuk mencapai tujuannya “.

Based on those previous researchers' statements the writer concludes that interest and motivations are the basic factors for the student to achieve the goals of the teaching and learning process. It is impossible to get the best of not only knowledge acquisition but also warm interaction between the teacher and the students without those factors.

This research is designed as a guidance for the teacher candidates to prepare themselves to work in society. Here, the writer means the school, students and classroom because this research represents not only about the students' opinion of English but more complexly it describes their problems, unwillingness, responses, wishes in learning English itself.

The most important thing is that teacher candidates will have readiness to handle their students. They can teach in front of the class without feeling guilty, doubtful, uncomfortable and suspicious. These feelings are a general problem for

the teacher candidates. By understanding the students' problems well, the teachers can create warm interactions and a good atmosphere in the class.

1.2 The Statement of the Problem

As stated in background of study, the writer would like to focus on the motivational aspects of learning English. Therefore, this research is aimed to answer the following questions:

1. What are SMA Muhammadiyah I Jombang students' problems in learning English?
2. What are the factors that make them unwilling when the teacher invites them to be more active in English class?

1.3 The Objective of the Study

Those problems will also be the main topic of the research with following purposes:

1. To know the SMA Muhammadiyah I Jombang students' problem in learning English.
2. To analyze the factors which make the students unwilling to be more active in English class.

1.4 Significance of Study

This research has some significance, especially to encourage the newly graduated English teacher candidates to pay attention to the real condition of the

students. It has purpose to know what kinds of learning problems that are faced by students in English class. Therefore, the teacher candidates can make some preparations in order to be successful in teaching learning process.

1.5 Scope and Limitation

Due to the complexity of students' problems in learning English, this research is focused on the study of the second-year SMA Muhammadiyah I Jombang students' unwillingness in learning English. The writer limits the object of this research for the second year students because they are in transitional period of growing up. In this growing up period, they have to go through some psychological changes that possibly influence their learning motivation, which is closely related with this research aim.

1.6 Definition of Key Term

1. According to DR. H Hadari Nawawi (1985), A teacher is a person who works in an educational institution, he teaches and is responsible for helping children to achieve their maturity.
2. Students are children who are still growing up, not only physically but also psychologically to achieve educational goals through formal education institution, in this case is school.
3. School is the institution where the students study to gain educational goals
4. English is a subject that is learned by the students as a foreign language.

CHAPTER II

RELATED OF REVIEW LITERATURE

2.1 Learning

Before we make assumptions about what learning is, it is better if we reflect on these researchers' definitions of learning:

According to Kimble and Garmazy (1963), learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Stephen B Klein (1987) states that learning is a change relatively occur as the result of successful or unsuccessful experience. Cronbach (1954) in Drs. Suryadi Suryabrata's book "*Psikologi Pendidikan*" describes that learning is shown by a change in behavior as a result of experience. According to Hilgard (1975) learning is the process by which an activity originates or is changed through training procedures (whether in laboratory or in natural environment) as distinguished from the change by factor not attributable to training. Another definition of learning is a relatively permanent change in behavior and mental association due to experience (Ormrod, Jeanne Elliss, and 2000:221)

Based on those definitions above the writer of this thesis takes the conclusion that the definition of learning has three significant components. Firstly the change in behavior must be relatively permanent to be considered an example of learning. Secondly the change creates new capability. The last one is that the change happens because of some efforts and experiences.

2.1.1 Learning as an Individual Matter

Joseph F Callahan and Leonarh H. Chark (1988: 7) in their book “*Teaching in the Middle and Secondary Schools*” state, “pupils differ in their ability to learn, their readiness to learn, their learning skills and their learning style. Some of these differences may be innate, but most are the result of how the pupils have learned, for skill in learning is learned.” Related to the teaching and learning process, teachers should take great care to teach this skill of learning, to teach the students how to learn.

2.1.2 Language Learning

Language acquisition by children is viewed as a biological process of growth and maturity rather than as one of social learning or deliberate teaching. Krashen (1978) uses the term acquisition to describe second-language learning which is analogous to the way in which a child acquires his first language, that is naturally, without focus on linguistic form, and learning as conscious language development particularly in a formal school-like setting [Fardini Sabilah Paper collection].

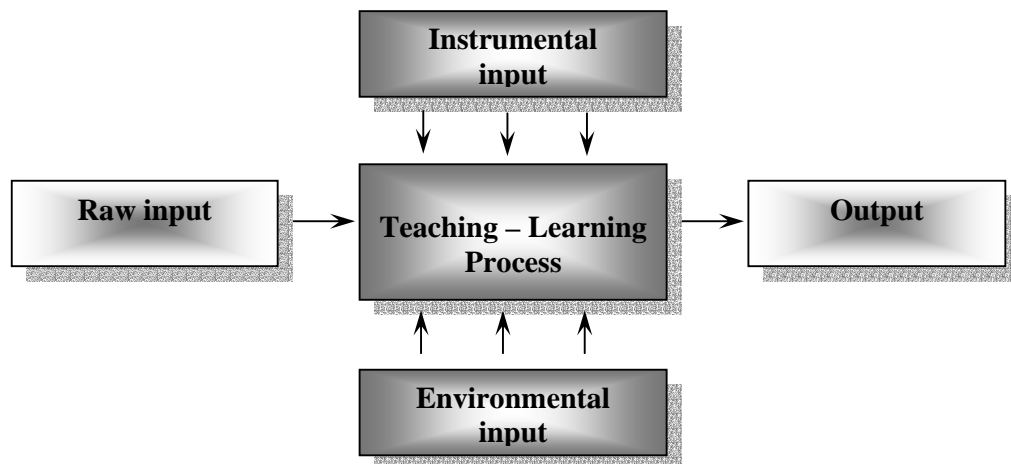
In general early instruction in a second language is important for mastering correct pronunciation, especially if the language is quite different from students’ native tongue. But to some degree, children and adolescents can develop fluency in a second language regardless of when they begin to learn it (Bialystok, 1994).

Although there may be no hard – and – fat sensitive period for learning a second language, beginning second language instructions in the early years have

definite advantages. For one thing, it appears that learning a second language facilitates achievement in such other academic areas as reading, vocabulary and grammar. Students who are learning a second language during the elementary school years express more positive attitudes toward people who speak that language and are more likely to enroll in foreign classes in high school (Ormrod, 2000: 64).

2.1.3 The Factors that Influence the Process and the Learning Result

To understand “Learning”, it is necessary to do an analysis of what problems include in the learning activity. Drs. Ngalim Purwanto states that learning is a process. In a process, there is something that is processed (input) and there is a result of the process (output). In his book “*Psikologi Pendidikan*“, he tries to make the system analysis approach through the chart below:



In teaching learning process at the school, the students as raw input who have certain characteristics that are physical and psychological. The psychological

characteristics like interest, intelligence, talent, and motivation can influence the process and the result of learning.

Instrumental input or the manipulated factors which are designed like curriculum / materials, teachers, facilities are significant factors in achieving the result (output) because instrumental input determines how teaching learning process will be occupied in the learner's mind. Besides, the environmental input also functions as the factors which support the output like interaction among the students, the students with the teacher and the students with other people.

2.2 Teaching

Generally, teaching describes showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Therefore, teaching has the meaning as guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

The old definition determines that teaching is giving culture like experience and ability to the students or some efforts to inherit the previous generation's culture to the next generation continuously. According to Prof. Dr. De Queluy and Prof. Ghozali MA (in Rostiyah, 1986) teaching is delivering the knowledge to someone briefly and effectively. Another expert, Alvin W Howard (in Rostiyah, 1986) states that teaching is an activity which is trying to help and guide someone to get behavior change or develop his or her skills, attitude, appreciation and knowledge.

If we try to analyze those definitions in paragraph two, the first definition shows that teaching and learning process is emphasized on the teacher factor. The second definition focuses on the short instructional time as the important point; the teacher has less attention to the students' differences. It means that the students are estimated to have the same intelligence; therefore the material which is given will be the same. It is inappropriate with the students' condition.

Yet the writer makes a good assumption on the third definition that the teacher must bring out the students' behavior changes. It proves that the teacher has to decide the purpose of the study. He has to think how to deliver the material, how to create certain condition in order to hold the educative interaction. Furthermore language teaching is defined as the activities which are intended to bring about language learning.

2.3 Motivation

According to Wlodkowski and Jaynes (1990) in the book "*Eager to Learn*", motivation, in general, is a limited supply of energy that must be judiciously dispensed among ourselves and our world. According to 1994 curriculum it mentions that motivation is an important factor in learning language so that success of learning depends on meaningfulness of the material and the process of learning.

Motivation is something that energizes, directs and sustains behavior; it gets students moving, points them in a particular direction and keeps them going.

We usually see it reflected in certain amount of personal investigation in particular activities (Maehr and Meyer, 1997).

In psychology, someone's spirit to do something that comes from him or another external factor is called motivation. Morgan (1986) on his book "*Introduction to Psychology*" explains some motivation theories:

1. *Incentive theories*

In incentive theory someone gets a reward for doing something. Take for example when a child tries to study hard to get good mark because his parents promise to give him a new bicycle. Incentive not only refers to positive rewards but it can also be a punishment for doing something bad.

2. *Hedonistic View*

In the hedonistic view, someone is encouraged to do certain behavior that will give him happiness and avoid suspicion. For example a child wants to study because he does not want his mother punish him or he wants a gift by studying.

Based on the theories above, it can be assumed that lazy child doesn't feel an interesting incentive for him and he doesn't enjoy in his study.

2.3.1 Solving the Problem

Abraham Maslow in Ormrod Jeanne [2000: 474] has proposed that intrinsic motivation emerges only after other more basic human needs have been satisfied. Let's consider how we might promote greater intrinsic motivation in the situation by using each of this perspective.

Abraham Maslow [1987] as part of the humanist movement proposes that people have five basic kinds of needs that they try to satisfy.

1. Physiological needs

People are motivated to satisfy needs related to their physical survival (e.g., Need for food, water, oxygen, warm, exercise and rest)

2. Safety needs

People have a need to feel safe and secure in their environment. For instance; students like to know what things are expected of them and are happier when classroom routines are somewhat orderly and predictable.

3. Love and belonging needs

People seek affectionate relationship with others and like to feel that they are accepted as point of group; in other words, they have a need for affiliation.

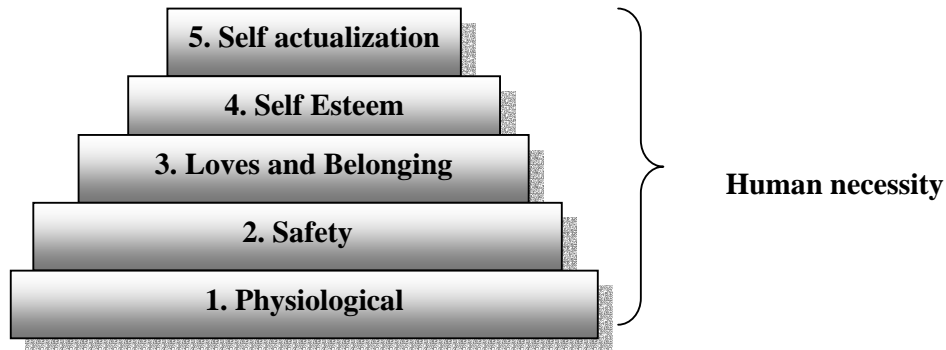
4. Esteem needs

People need have to feel good about them selves (need for self- esteem) and to believe that other people also feel positively about them (a need for esteem from others).

5. Self- actualization needs

People have a need to self-actualize to grow and become all they are capable of becoming.

Therefore, Maslow takes those illustrations on the hierarchy needs pyramid as below:



It is necessary to be emphasized that every motivation level above can be elevated if the under motivation level has already been completed.

2.3.2 Kinds of Motivation at the School

Motivation has a significant role in the teaching and learning process. It is caused that motivation for the students can develop activity and creativity, and can guide them in learning. There are some ways to build students' motivation in learning at the school; nevertheless the teacher must be selective in choosing them.

1. Giving scores

Scores are a symbol of student learning result. Those scores strengthen the students' motivation to learn but there are also students who ignore the importance of the scores. Clearly, it shows that they have no motivation if they are compared with the students who want to get good mark.

2. Gifts or presents

Present can be determined as the motivation but it is not always consistent because the present for certain job may not be interesting for someone who does not like it or does not have the talent.

3. Competition

Competition in each individual or community can create success.

4. Giving examination

In this case, it does not mean that the teacher must often give the examination. Yet, the teacher must give announcement what and when the examination is going to be held, so the students will prepare themselves by learning well. It will be their motivation.

5. Reward

Reward is kind of positive reinforcement which has to be given appropriately in order to create nice situation and increase the students' desire to learn and give them prestige.

6. Punishment

Punishment is negative reinforcement but it is going to be the motivation tool if it is given appropriately. Consequently, the teacher must be selective in giving punishment.

2.4 Students' Problem in Learning English

In this point, the writer would like to analyze the teaching learning problems including student's unwillingness as the main problem of this research.

2.4.1 Students' unwillingness

Many secondary students with learning problems have serious motivational problems about schoolwork which is called unwillingness. Adelman and Taylor (1983) express it simply:

“If a student is motivated to learn something, she often can do much more than anyone would have predicted was possible. Conversely, if a student is not particularly interested in learning something, resultant learning may not even be close to capability.”

Actually there is no exactly accurate meaning of unwillingness, but according to Longman dictionary by Quirk unwillingness means not wanting to do something or doing something without really wanting to do. Yet unwillingness cannot be separated from motivation. The writer of this research takes from the previous research in this problem where Gardner (1985) as the expert states that motivation consists of three different components which include: the students' desire to learn the second language (L2); the personal effort the student uses for learning the L2; and their attitudes toward learning the L2.

Based on that statement, we can conclude that if someone is recognized to have unwillingness if only he has no desire and effort to learn L2. What factors influence their motivation has been described on point 2.3 about motivation.

2.4.2 Some Problems in Teaching- learning English at the school

It is sad reality that many Indonesian students who have studied English for at least 6 years (since in junior high school) until they graduate from senior high school are still not able to speak English well. It is totally different when

compared to if they join to general English course in the same length of time.

They are surely able to use English in their conversation, and maybe they are also able to understand English literature such as drama, poem etc.

Based on the previous research that has been done by Diba Artsiyanti, S. S in 1996, there are some problems that students considered as the factor which prevent them to master English:

1. The teacher rarely speaks up in English in the classroom. The students feel it because they are not accustomed to listening to another people speaking in English.
2. The lesson is too emphasized on the grammar (not on the conversation), but the students are rare given guidance how and what the functions of those structures are. They do not know the implementation in real English conversation and other English practices.
3. The vocabulary which is given doesn't have significant function on daily conversation. Most students complain that the words given by English teacher in the school are irrelevant with their need.
4. The English material in SMA and SLTP is not continuous and students state that repetition of material (tenses) is often occurred. Yet, it doesn't show the clear function and application in daily life.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research is the activity to develop and increase the knowledge. Related to the definition, scientific research can be described as the systematic activities: to collect, discuss and conclude the data by using certain method and technique. This research is conducted to describe the second-year students' unwillingness in learning English subject. Consequently, this research is the descriptive one which is designed to obtain information concerning the current status of phenomena. It is directed toward determining the nature of the situation, as it exists at the time of study (Ary, Jacob and Razaveich, 1985:295). Descriptive research is used to describe and interpret what something is, it is concerned with condition or relationship that exist; practices that prevail; belief, point of view or attitude that is believed; processes that are going on; effects that are being felt; or trends that are developing.

According to Ary, one of the type of the study that may be classified as the descriptive research is case study which is an intensive investigation of one individual. However, case studies are sometime concerned with single small social unit such as family, a club, a school or a teenage gang. It is appropriate with the objective of the research which is to investigate the students' unwillingness at SMA Muhammdiyah I Jombang. As a result, this study is a descriptive research. It observes the students' phenomena at the time the research is conducted.

3.2 Population and Sample

The population of this research is the second year senior high school students in SMA Muhammadiyah I Jombang. The sample includes the second grade students and the English teacher. Those samples are chosen to obtain the information which has relation with the problems that are going to be studied. By using some instruments the writer wishes to get the significant responses and product concerning the students' problem especially their unwillingness in learning English.

The writer takes SMA Muhammadiyah I Jombang as the sample because of some reasons. Firstly, SMA Muhammadiyah I Jombang is not the state school, so it has so many kinds of students' differences in their intelligence. In contrary, the state school has students with equal intelligence much or less, because it uses the standard of the students' grade range which is called "nem" (the final score in graduating) as the requirement for the new students to study at that school.

The second reason is that SMA Muhammadiyah I Jombang is one of the best private senior high schools in Jombang not only on the academic part but also on the other school programs like debate contest, music and art, leader and leadership (organization experiences) etc.

The next reason is that SMA Muhammadiyah I Jombang has a foreign language debate program as the forum for the students who want to develop their language ability, include English, Arabic and Japan. Besides, SMA Muhammadiyah I Jombang has a brilliant program which differs from other schools. It has "shadow class program" that is designed for the second-years

students who are going to choose certain program in the third year. They are given freedom by the school to choose which class they want to belong to in the second year. Therefore they will get the additional training from the school based on their choice. It has purposes to introduce what material and situation that they are going to face up in the third year based on their chosen program. They may move to the other class if they feel not suitable to the program that they have chosen.

3.3 Research Instrument

Conducting the research, the writer uses four instruments to get the valid data. They are questionnaires, interview and observation.

3.3.1 Questionnaires

One of the research instrument that is used in this study is questionnaires. It is generally mailed or handed to the respondents and filled by them without interviewer's help (D. Bailey Kenneth, Method of Socio Research, 1987).

The writer uses the questionnaires to get document data or reference because there are several advantages:

1. Considerable saving of money. Compared with interview cost, questionnaire cost is cheaper.
2. The questionnaire may be completed at the respondents' convenience
3. The mailed questionnaire may be sent to all respondent simultaneously
4. Greater assurance of anonymity.

5. Standardized wording. Comparison of respondent answers is facilitated by the fact that each respondent is exposed to exactly the same wording.
6. No interview bias.
7. Securing information. The mailed questionnaire allows the respondents to consult their record, discuss with their colleagues or conduct research before answering, while the interview generally does not.
8. Accessibility

3.3.2 Interview

In this research, interview is used as the research instrument where the data is collected through face-to-face interaction between the interviewer and the respondent. The interviewer is the writer herself and the respondent is the English teacher of SMA Muhammadiyah I Jombang .

According to Donald Ary, there are the advantages of using interview as the technique to reach the data.

1. Flexible

The writer can also press for the additional information when a response seem incomplete or not relevant.

2. A greater completion rate

Personal contact increases the likelihood that the individual will participate and will provide the desired information.

3. *Good control*

The control that the interviewer has over the order with which question are considered.

3.3.3 Observation

In collecting the data, the writer also use observation as the instrument of the research in order to find out the real activities conducted by the teacher and the students in the classroom. Moreover the writer has got chance to teach some material during two weeks. By teaching in the classroom the writer exactly knows the real condition like the students' aptitude, intelligence, problems in learning etc. The writer activities can be seen on the field notes which are taken when the teaching and learning process is being conducted.

3.4 Data Collection

In conducting the research, the data is collected from February 28th to March 28th 2004. Data collection is done not only by using the four instruments like stated before but also using the field notes of teaching learning activity (see appendix 5) .The process of the data collection is done by the writer after having spent time for approximately two months. The steps of collecting the data are as follows:

1. Going to MUM library and Internet, reading the references that are related to classroom management and child psychology. By reading them, the observation will not be far from theory.

2. Observing the school and the students while giving the proposal of the research at SMA Muhammadiyah I Jombang. This was carried out on February 28th 2004. The headmaster takes the pre-interview to give the permission for the writer conducting the research.
3. Distributing the questionnaires sheet for the students on March 1st 2004. This step is done to obtain the data of the questionnaire about the students' opinion, attitude, motivation, wishes, and suggestion for English subject (see appendix 1 and 3). The question models are the open-ended question and close-ended question formed to get free response from the respondents. Besides, the writer interacts with the respondents (students) for approximately an hour.
4. Doing the observation from March 2nd to 16th 2004. The writer gets chance to teach in the classroom. The direct interaction is done in this step. So the writer can know the students' real condition.
5. Recording the observation in the form of field notes (see appendix 5).
6. Conducting the interview with the teacher. The writer uses the similar questions as in the questionnaire sheet (see appendix 2). The data is recorded by using tape recorder; therefore the cassette will become the proof of the interview result.
7. Taking the documentation is done when those steps above is conducted.
8. Making the data easier by classifying them into each group based on the instrument.

3.5 The Data Analysis

Having been collected, the data are selected, classified and analyzed based on the instrument. Accordingly, they are used to describe the student's problems and unwillingness in learning English subject at SMA Muhammadiyah I Jombang.

The data from the students are presented in the form of percentages system for item number 1-15 which is a closed question, whereas item point is the students' wishes and their suggestion to apply their wishes. Therefore the data will be used to describe and interpret the students' problems and unwillingness in learning English subject.

The results of the interview with teacher are going to be used as the comparison and consideration for the writer to analyze the data from both students and teacher because in each question item, it has close relation. So the answers will support each others.

The data from this observation will be recorded in the field notes (see appendix 5). Observation is used by the writer to know the true condition of the student in order to get the significant result in analyzing the data.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 The Results of the Findings

Based on the research problems that are stated in chapter I, the research represents the results of the findings about the second years students' problems in learning English at SMA Muhammadiyah I Jombang and analysis of the factors that make the students unwilling to be more active in English class. Those findings will be described in detail and supported by data that are presented in appendix.

4.1.1 Students' Opinion about Their Problems in Learning English

English, recently, becomes a school's priority because it is tested for on the final examination which is called "UAN". Furthermore, as the second language, English is difficult to be learned by the students of private school because their intelligence and motivation are heterogeneous.

The students' heterogeneity creates much opinion about the difficulty to acquire English as the second language. Some responses in expressing the opinion of the difficulty in learning English can be seen on the table on students' responses for the questionnaire number 1,2,3 (see appendix 1 and 2). There are 74 % of the students give opinion that English is difficult, 34% of the students assert that English subject is very difficult if it is compared with other subject. No body give response that English subject is easy to be learned. In contrary the

writer have found 12% of the students who are rare getting the difficulty (see question number 2) but most of them still often get difficulty.

The students also predict their competence in English. Question number 1 as the students' opinion in predicting their competence is still in average level. It is proved by 86% of the students state that they are in this level and it means that they have the same ability among them. A few students consider them to have no competency in English. Nevertheless their prediction cannot be as references to measure their English competence. Measuring the real students' competence can be done by giving them a test.

4.1.1.1 The Students' Problem in Mastering English Material

Basically, there are four skills that must be mastered by English learners, they are reading, speaking, listening and writing. Besides, there are some components like vocabulary, pronunciation, grammar and so on that support those four skills. Because all those materials are difficult to be mastered by the SMA Muhammadiyah I Jombang students totally (although some students are exactly able) the writer of the research tries to take information about which material is most difficult to be mastered by the students.

The data have been compiled from the questionnaires and interview with the teacher. The result describes that the most difficult part in learning English is reading comprehension. The other problem is on the students' vocabulary and it has the same number of the responses. Those students' responses have the same

opinion with the teacher's response in interview that the most difficult part is reading comprehension which is caused by the lack of vocabulary.

4.1.1.2 The Students' Problem in Communication with the Teacher

Actually, the students' problem in communication with the teacher is not the biggest problem for the students in learning English; it can be seen in questionnaire number 5. No body chooses point A (uninteresting teacher). Yet the writer still put the case as indicator that influences in learning English. 36% of the students give response that the teacher's teaching style is monotonous, 28% of them state that the teacher is unclose with the students, the others state neutral (see table of response number 10).

The writer also gets some opinion about the ideal English teacher. 54% of the students state that an English teacher must be humorous and communicative, 22% of them state he must be brilliant; the others give many criteria like beautiful, discipline and so on.

To support those students' opinions, the writer also does the interview with the teacher; the question is related to an ideal English teacher. The teacher describes how to be an ideal English teacher is that the most important think is that he or she must master the material. It means that the material must be prepared before she or he comes into the class. Having good communication with the students is important to make the students have initiative to ask something and participate actively in teaching learning process.

4.1.2 The Students' Unwillingness in Learning English

Related to the title of the research, the students' unwillingness in learning English, it cannot be separated from the problems that exist as stated on the explanation above. The writer analyzes the factors that make the students unwilling when the teacher invites them to be more active in English class.

Generally, the students admit that English is very important. They also have high interest in learning English more (see questionnaire number 4 and 14). However, it creates the question why they become silent when they are in English class.

The result of the research shows that 44% of the students feel ashamed when the teacher invites them to speak up actively in the classroom because they have no ability to speak English well. 34% of them state they are very happy, and 6% state do not care of it. Yet, the writer find that there are 16% of the students who give responses to the teacher's invitation to speak up although they dislike it.

Feeling shame as the biggest number of the responses is caused by some factors. Lack of vocabulary as revealed by the teacher in the interview and student's statement in the questionnaires is considered as the main factor. Besides, the teacher factor also influences the students' activities in the classroom. It has been proved by the writer when she does an observation by teaching. The students' statements about the teacher's teaching style become the consideration to decide what appropriate method should be applied.

The writer as the teacher uses many teaching aids in her teaching like pictures, game, and song to take the students' attention to the lesson (see on the

field notes). The writer often gives the chance for the students to deliver their opinion related to the topic. Some reinforcement like appropriate reward and trust gives them high motivation to learn English. As the result they feel comfortable and follow the lesson actively.

4.2 Discussion

4.2.1 The Discussion of the Students' opinion about the problems in Learning English

The difficult problems in learning English at SMA Muhammdiyah I Jombang have been stated by the students in their opinion about the material and the teacher's teaching style. Both of them influence each other. Because language learning is biological process of growth and maturity that involves some aspects like students' physic condition and their psychological, instrument and environmental factors are used to determine how teaching learning process would be retained in the learner's mind as stated by Drs Ngalim Purwanto (1996).

As revealed by the teacher in the interview and the questionnaire for the students, there are 94% of the respondents state that the most difficult part in mastering the English material is reading comprehension and it is because of lack of vocabulary. That is exactly right that learning a second language facilitates achievement in such other academic areas as reading, vocabulary and grammar as stated by Ormrod (2000).

A teacher's teaching style becomes an aspect in acquiring the second language. This objective is in line with the meaning of teaching as stated by

Roestiyah (1986) that the teacher must bring out the students' behavior change. She or he has to think how to deliver the material in teaching and learning process and has to consider the students' differences. A teacher will not be a good English teacher without those aspects.

Based on these problems we can see that English as a second language is different from other subjects. As revealed by the teacher in interview that English has specific uniqueness and it is widely used so that the students are encouraged to learn and motivate themselves optimally.

4.2.2 The Discussion of the Students' Unwillingness in English Class

This research emphasizes on the students' problems as the other major concern in the study. The differences of the students' competence influence their confidence to be active in teaching learning process. As revealed by Joseph F. Callahan (1988) that pupils differ in their ability to learn, their readiness to learn, their learning skills, and their learning style.

The students' responses on the questionnaires state that 44% of them feel afraid and unwilling to respond to the teachers' invitation. 14% of them do have desire to speak up in classroom although they dislike it. Feeling fear make them unable to improve their English as stated by Zuliger (1958) that most people ever experience fear to their teacher and material. It disturbs the learning process because it can make the students unwilling to participate in the class.

As written on the result and finding, the data becomes the consideration for the writer to decide what method to use in her teaching when she does the

observation. Besides, the phenomenon that the students are not be able to use English well although they have already been studying English since they were in SLTP becomes another consideration to take some priorities in teaching. This objective is in line with the previous research about how to increase the quality of English lesson at the school by Diba Artsiyanti (1996).

The students' unwillingness has relation with the motivational problem. Furthermore, it must be noticed because motivation has significant role in teaching learning process as stated by Wlodkowsky and Jayness (1990) that motivation is the key to learning.

To build the students' motivation in learning at the school, it is also necessary to know that motivation emerges only after basic human needs have already been satisfied. This reason is in line on the hierarchy need pyramid which was proposed by a psychoanalytic, Abraham Maslow (1987).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The conclusion of the research results can be determined as follow:

Basically, the main research result is the students' unwillingness in learning English. It describes that the students are unwilling to be more active in the English class. Obviously, the students who have motivational problems can be motivated by some efforts. One is that the teacher has to know what factors influence the students' unwillingness.

Meanwhile, English subject has to be intensively learned by the students because it is evaluated in final examination. Related to the difficulty in learning English, the second years SMA Muhammadiyah I Jombang students give comment about some problems in acquiring the second language.

As the students of private school, their heterogeneity in intelligence and motivation creates some problems in learning English. First is the difficult material in reading comprehension. It is caused by lack of vocabulary. It is supported by the teacher's statement in interview that the students have difficulty in comprehending the text.

The teacher's teaching style is also becoming the other indicator that influences in learning English. She or he must be able to communicate with the students. He or she must have broad knowledge of the material taught in class. It

is expected that the students will have initiatives to ask something related to the material.

5.2 Suggestion

The findings and the discussions in chapter IV encourage the writer of the research to give some suggestion as the alternative solution. It can help the English teacher especially the teacher candidates to motivate their students in learning English.

As revealed by the interviewed teacher that the key of the learning English is the students' understanding of the meaning of the words. The main problem faced by the students in this school is the difficulty in comprehending the text that is caused by lack of vocabulary. It is suggested to the English teacher to emphasize more on the students' vocabulary mastery. This vocabulary mastery can support the other English skills of the students like speaking, writing, and listening.

Although we have no authority to change the scurriculum, at the least we have to make sure that the material repetition which is given as the reinforcement of the material is not just to repeat it but it should make the students to be more able to apply it in meaningful way. The teacher must be selective to choose the appropriate material, it means that she or he should inform the students what words and structures that have to be used and how to apply them in daily life. It is expected that it will be more meaningful for the students.

It is important to motivate the students to be more able to speak English well. Therefore, the writer of the research suggests to give necessary vocabularies

for the students which are useful in daily life. It could be done by, for example, reading the teenage English magazines in order to increase their vocabulary mastery and giving games like guessing the word which game is also the way to master the English vocabulary.

Besides, the teacher must pay attention to some other motivational aspects like appropriate rewards, punishment, methods and approach that support the alternative solutions that are suggested in the previous paragraph. By applying these alternative suggestions above, hopefully, the teaching and learning process can be successful and the students can master English well.