CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter serves the conclusion of this thesis answering the statement of the problem in the first chapter and delivers the suggestions to the lecturers who teach speaking classes especially Speaking C course to help students to perform better in the classroom activity and bring better learning outcomes.

5.1 Conclusion

This study aims to answer these statement of the problems (1) What strategies do the lecturers use to motivate students’ willingness to be active in the class activity? (2) How do the strategies help the students perform better in Speaking C? Helping the students to achieve the goals of learning a lesson by motivating them to perform better is needed and it is the easiest pattern to achieve learning outcomes.

Ten motivational strategies which were observed: (1) group work, (2) pair work, (3) discussion, (4) explanation of of new words and structure, (5) using English, (6) informal and humorous chats, (7) individual and team competition, (8) motivational feedback, (9) encouraging students to correct their and peer’s mistakes, (10) having a class applause. Among those strategies, there are six motivational strategies which 100% applied in the period of observation: Strategies number (1), (2), (3), (4), (5), (6). Lecturer X applied strategy number (4) three times, strategy number (1) twice in the observation, strategy number (2)
once, and the lecturer did not apply strategy number (7). Meanwhile Lecturer Y applied strategies number (4) and (7) twice during observation and never applied strategy number (2).

Based on table 4.1.5 on page 38, Lecturer X applied 75% of 10 motivational strategies in every meeting and Lecturer Y applied 72.5% of 10 motivational strategies in every meeting. Also table 4.1.6.1 to 4.1.6.3 on page 40 to 42 explained that 100% students believes that the motivational strategies which are applied in the classroom activity are needed and important to their process to achieve better performance in Speaking C class.

It shows that motivation which was received from the lecturer during the activity in the classroom helped students enjoy the activity and they felt comfortable in the classroom so they could absorb the lesson well during activities in the classroom. Furthermore, they believe that those motivational strategies are helpful to help them improve their English abilities and performances.

In accordance to the theory of Dornyei (1998 & 2001) motivation is one factor and a bridge which influences students in L2 learning process. Motivation which is stimulated from the strategies which are applied in the classroom give students strength and stepping stone to perform better in every task in Speaking C activity. Because in the same line as Istianti (2013) she believes that motivation which is given and supported by the lecturer is a powerful strength to the students to achieve their goals.
5.2 Suggestions

The writer will present suggestions regarding this study. These suggestions come from the observation period from February 20th 2018 until April 6th 2018 are addressed to the Speaking lectures especially Speaking C lecturers so that they could improve or maintain their performances to help students to perform better in the classroom.

The first suggestion is to ask the students to speak the target language with the lecturer and their peers. In this paper, one strategy stated that Lecturer uses English in the class hours and the students are not included in the strategy. The writer found that a class which applied students speak English strategy is more active in speaking the target language more than another.

There is no space in the campus area providing a place to speak and try the target language besides classroom. The students from that class provide time to the students to speak the target language rather than another. By the end of the class, every student would like to try to speak or listen to their lecturer or peers and it creates motivation to them to speak as good as their peers and lecturer.

The second suggestion is come to the class in time. Many students who are waiting for the class might decrease their excitement and enthusiasm for attending a class if the lecturer can not come in time or postpone the classroom to another day.

One student stated this:

“The lecturer is kind and too busy and the lecturer once skips two weeks for the duty. It caused the students will forget the task.”
From the statement, students will forget the task that has been given before or it would be decreasing their motivation in learning the target language if the lecturer always postponing or can not come in time in the classroom.

Motivation could be stimulated and injected to the students through the strategies which are applied in the classroom. It is a sensitive area which lecturer and students find in every relationship. The writer believes that building good relationship between lecturer and students can be done in the classroom through motivation which is applied in the classroom strategies and it helps students to perform better in the classroom.
References


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