

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter consists of two parts: the conclusion of the finding and the suggestions given based on the finding of the study.

5.1 Conclusion

From the results and the findings discussed in the previous chapter, it can be concluded that teacher A and teacher B used different strategies in motivating the students and maintaining the motivation to learn English.

In this study, it was found out that teacher A applied quite many various motivational strategies (12 strategies) compared to teacher B who used only 7 strategies. Then, based on the interview with the students, most of them said that they were motivated to study when they were taught by teacher A. They said that the teacher did not use monotonous strategies in each teaching process. She mostly used humor and established a norm of tolerance in the classroom. The use of certain strategies by teacher A really helps the students feel interested in learning English. It means that they were active in answering the teacher's questions and doing the tasks given. Besides, from the interview that has been done, the writer also found out that most of the students enjoyed learning English with the teacher because they did not feel afraid if they make any mistake in answering the questions. It encouraged the students to learn better and better.

Meanwhile, in this study it was also found out that teacher B rarely motivated her students to learn English actively. She only applied a few strategies (7 strategies) in motivating the students in the classroom compared to teacher A who used 12 strategies. From the interview with teacher B, the writer found out that the teacher so far felt that she had already applied sufficient strategies in motivating her students. She thought that based on her experiences, the students could be motivated by using those strategies, so that she did not need to apply other strategies. Moreover, from the observations, the writer found that the teacher only tried to motivate her students, but did not maintain the motivation. It can be seen from the 7 strategies that she had applied, all of them were the strategies to motivate. Compared with teacher A, from the twelve strategies that she had, there were eight strategies were used to motivate the students and four strategies used to maintain the motivation. The four strategies are make learning more stimulating and enjoyable by breaking the monotony of classroom events, make learning stimulating and enjoyable for the learners by enlisting them as active task participant, help diminish language anxiety by removing or reducing the anxiety provoking elements in the learning environment, and raise the students' self motivating capacity. However, none of the seven strategies of teacher B was the strategy to maintain the motivation.

From the interview with some of the second year students, the writer also found that most of the students did not feel motivated to learn English when they were taught by teacher B. They said that the teacher was too patient and kind but she cannot teach well. Some of them felt sleepy and bored during the teaching -

learning process. From this situation, it can be concluded that the strategies of teacher B did not run well. The students did not seem to be active during the lesson. They tended to be passive in answering the teacher's questions and doing the tasks given. It was also found that some of the students liked to chat better than do their task while they were in the classroom. Some of them liked to copy others' work while doing the task.

Based on the finding of the study, it can be concluded that teacher A who is the junior teacher had more strategies in motivating the students and maintaining the motivation to learn English. She got the theories when she studied at an English Department. It means that the motivational strategies used by teacher A were applied based on the theories that she had just got from her college. She tried to apply various strategies in order to know which strategy is more suitable for the students. Teacher A was more energetic, that is why she was more active and creative in applying the motivational strategies. In addition, by using various strategies, the students would not feel bored with the teaching learning process. Meanwhile, teacher B is more senior than teacher A, so it can be said that she already had known the details of students in the class, especially the details in motivating them. That is why teacher B did not need to try various strategies in the class. She thought that by using some suitable motivational strategies was enough already. She did not need to add other strategies to motivate the students. The motivational strategies that she used based on her experiences in teaching in quite a long time.

In addition, it cannot be said that all the motivational strategies that were applied by the teachers can always succeed in helping the students to be motivated in learning. However, there are also some other factors that influence the students to be motivated in learning, such as the teacher's appearance, the teacher's voice, the students' personality and so on. So, it can be said that the result of using some certain motivational strategies will be different for each person.

5.2 Suggestions

After knowing the results and making conclusions about the strategies used by two English teachers of SMPK St. Agnes Surabaya in motivating the students and maintaining the motivation to learn English, the writer would like to give some suggestions. She hopes that the suggestions could be useful for all the teachers and the students of the junior high school. It can be said that the teachers are the key to motivate the students in the classroom. Stimulus from the teacher has an important role in determining the success of second language learning. The teachers can vary the strategies in motivating the students and maintaining the motivation to learn English in the classroom, so that the students will not feel bored and sleepy during the lesson. One important thing that should be noticed is that the teachers should also maintain the motivation not only create the motivation, so that the students can always be encouraged to learn actively. In maintaining the motivation, the teachers can give the students rewards for what

they have done, make interesting tasks, give them some strategies of how to be successful in learning.

Finally, the writer realizes that this study is an observational study, so that for further study, she suggests that other researchers can develop an experimental study to know how far the students can be motivated by the teachers to learn actively.

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