

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion that obtained from the findings and the discussion previously. In addition, several suggestions are pointed out in order to give more information and as a recommendation to guide the upcoming research with the same topic.

A. Conclusions

This chapter showed the conclusion of the result of the research. After conducting the research in SMAS Imelda Medan, the conclusion of this study can be elaborated as follows:

1. The first teacher applied 14 kinds of motivational strategies, they were:
(1) Showing a proper good behavior and good relationship toward the students, (2) Creating a pleasant and supportive atmosphere in the classroom, (3) Creating cohesive learner group with appropriate group norms, (4) Increasing the students' expectancy of success, (5) Encouraging the students' goal oriented-ness, (6) Making the teaching materials relevant to the students, (7) Helping students to create realistic students' beliefs and goals, (8) Presenting tasks in a motivating way, (9) Using goal-setting methods in the classroom, (10) Increasing students' confidence by providing regular encouragement, (11) Maintaining a positive image in the learning classroom, (12) Promoting cooperation among the students, (13) Providing a positive feedback for the students, and (14) Offering rewards. On the other hand, the second teacher used 16

kinds of motivational strategies. The strategies are the same with the first teacher, but the second teacher added 2 more strategies. They were: (1) Increasing student motivation by promoting learner autonomy, and (2) Increasing learner satisfaction by appreciating the students' progress.

2. The ways how the teachers apply those motivational strategies were various, but similar. All of the strategies can be grouped into four aspects of MTP framework proposed by Zoltan Dornyei (2001). For creating basic motivational condition aspect, the teachers tried to create a proper good behavior and good relationship toward the students by greeting them cheerfully, showed enthusiasm, and asked how the students were doing. In addition, the teachers also tried to tell some jokes to the students. Then, in generating initial motivation aspect, the teachers always checked the students' work to make sure there was no any obstacle and keep to asking the students' understanding to the learning material. Next, for maintaining and protecting motivation aspect, the teachers presented task in a motivating way by giving the students opportunities to choose their own topics for the task and exercise. In addition, the both of teachers also created a group discussion or a peer group for the students to motivate them in their learning. Finally, for encouraging positive retrospective self-evaluation aspect, the teachers gave a good feedback to the students by praising them and giving comment to their works.

B. Suggestions

Based on the conclusion above, the researcher would like to suggest as follow:

1. For the students

Through this research, the researcher suggested the students especially for the unmotivated students to enhance their motivation in learning English by doing many ways such as starting to set a goal, improving the self-confidence, never give up and so on.

2. For the teachers

Because there were some strategies unapplied by the teachers, the researcher suggested the teachers to add the motivational strategies. So, the students' motivation can be improved easily in the learning process and hopefully this study can be a good input for the teachers.

3. For the other researchers

The researcher realized that this research was far from the word "perfect". There were still some context about teacher motivational strategies that were not discussed. It needed to be researched more. Therefore, the researcher hoped that the other researchers can conduct the research to observe and discuss about teacher motivational strategies deeper.