

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

This study aims to answer this statement of the problem how the lecturer's motivational strategies in encouraging students' engagement in the Speaking A class. 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.

Among the Teacher-Specific motivational components, these are 10 motivational strategies which were applied by both lecturers of Speaking A class A and C in the period of observation: showing sensitivity to students' needs, showing sensitivity to student's feeling, showing sensitivity to student's perspective, showing ability to be true self, being nonjudgmental, showing positive regard, developing warm rapport with the students, sharing responsibility for organizing student's time, effort and learning process, giving positive information feedback, giving positive competence feedback.

Both of the lecturers Speaking A class A and C applied the motivational strategies. Even though they applied the strategies in different ways, the impact for the students was quite the same. The lecturer Speaking A class A applied the motivational strategies by (1)

giving more explanation clearly the topic about the student's question, (2) coming to students to ask something about the difficulties, sharing about what the students want to know, (3) walking around or being mobile in class for seeing the students who were following the activities in learning process, (4) showing her behavior such as friendly and smile easily to the students, (5) being nonjudgmental the students, (6) saying good job to the students, (7) walking around and building closer interaction with the students, (8) asking the students work in groups, (9) saying great job to the students who got high score, (10) caring to the students.

The lecturer of Speaking A class C applied the motivational strategies by (1) giving clues to trigger the students to answer easier, (2) helping the students to explain more about the topic, such as giving the example of the topic in the learning process, (3) trying to make the students to focus again by saying "hallo", (4) showing her true characters that she was friendly and fun, (5) trying to improve students mistakes, (6) saying right and good job to the students answered, (7) making jokes to the students, (8) asking the student to effort to know the mistaken in the sentences, (9) as a role mode by improving students 'pronunciation, (10) giving more wait-time to students to finish their exercise.

Based on 4.1.1 and 4.1.2 on pages 47-56, lecturer Speaking A class A and C applied all of 10 motivational strategies in every observed meeting. Also, as explained on 4.1.3, the motivational strategies which are applied in the classroom activity are needed and important to the student process to achieve better performance in Speaking A class. It shows that motivation which was received from the lecturer during the activity in the classroom helped students feel better and comfortable in the classroom so they could absorb the lesson well during activities in the classroom. Furthermore, those motivational strategies are helpful to help them improving their English abilities and performances.

This is in accordance to the theory of Dornyei (1994) which states that motivation is one of the main determinants of learning second/ foreign language (L2). Motivation is one of factors which influences students in learning process. A good relationship among students and lecturers brings positive benefit and motivation to students to pass the course. Astuti, (2013) states that without motivation, it seems to be impossible to achieve success in foreign language learning. Motivation could be considered as the emotion that a person could have towards learning a foreign language, and it is determined by his/her predisposition and personality characteristics.

So, motivational strategies are important to help the students to encourage their achievement and the lecturer/ teacher also becomes an important role in improving the quality of students learning.

5.2 Suggestions

The writer will present suggestions regarding this study. These suggestions come from the observation period from April 25th 2019 until May 09th 2019 and are addressed to the Speaking lecturers especially Speaking A class A and C lecturers so that they will improve or maintain their performances to help students to perform better in the classroom.

Based the result observation, the writer analyzed that the lecturer in class A used the motivational strategy by inviting the students to ask about the difficulties in the lesson. Different teaching strategy was applied by the lecturer in class C. The lecturer of class C used the motivational strategy by giving clues to the students. Through the clues given, the students were triggered to ask questions during the learning process. The students seemed be more active, because the students were able to understand the lesson more easily. In class A the

students seemed confused to ask because they did not understand how to ask questions. The writer would like to suggest that giving clues it should be applied to the students because by giving clues as showed in class C, the students became more to active in the learning process.

The second result observation is that the lecturer of class C used a different way teaching strategy from the lecturer in class A. While class A lecturer tended to more actively move and walked around in her class, the class C lecturer tend to be stationary, being in front of the class. The writer analyzed that the lecturer and students in class A seemed more interactive and more active in the class. The writer would like to suggest if the lecturer to be mobile, the students will be follow the lesson better than to be stationary in front of the class.

Third, the writer analyzed that the lecturer in class A gave positive remarks to the students. The class A lecturer used teaching strategy by saying “Nice to try” to the students, even though they answered the question incorrectly. However, in class C the similar teaching strategy was not applied by the lecturer. The lecturer tend to let go and ask another student trying to find the correct answer to her question. So, in class A, the students showed more enthusiasm to participate and brave to try answering challenging question. In class, the students tend to be quiet and seemed doubtful to answer. In other words, students in class C were somehow reluctant to take risk.

The fourth about the lecturers and students relationship. The class C lecturer used different way teaching strategy from the lecturer in class A. While class A lecturer applied the teaching strategy by giving closer interaction to sit next to the students, the class C lecturer applied the teaching strategy by making jokes to students in front of the class. The writer suggested that closer interaction is important because the lecturer could make warm rapport to the students. So, the students can feel that the lecturer friendly with them.

During the learning process, while the class A lecturer was asking the students to do their exercise in group, the class C lecturer tended to ask the students to do the exercise individually, even though once in a while asking the students to answer the exercises with their pair. The writer would like to suggest that make group works is important for the students to improve their rapport and interaction with their friends. In class A, students sharing about their exercise and involving the students to be active in the learning process.

The fifth observation the writer compared both the lecturers about giving positive feedback to the students. While the class C lecturer used the teaching strategy such as role mode by correcting or improving students 'pronunciation, the class A lecturer were tended to let go or not correct the students 'pronunciation in several words. By correcting or improving students 'pronunciation, the students knew about their mistakes to pronounce the words. So, the positive impact to the students showed in class C, when the students tried to repeat the correct pronunciation by the lecturer. The students were able to remember, and able to repeat the words with the correct pronunciation

For another teaching motivational strategies that was applied by both of the lecturers in encouraging the students 'engagement in Speaking A class quite the same. The lecturers applied the motivational strategies by giving applause, and saying encouragement such as "Good job", "Great". Both of the lecturers also applied the motivational strategies by being friendly and smile easily to the students.

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