

## CHAPTER V

### SUMMARY, CONCLUSION, AND SUGGESTIONS

This chapter presents the summary, conclusion, and suggestions.

#### 5.1 Summary and Conclusion

People learn the language through process because it can not be used instantly. That is one of the reasons in the early age of children, they must be prepared in learning language in order to respond to their environment and to acquire language skills. According to Parke and Locke (2002) in their revised book *Child Psychology*, they introduced that language is one of the most complex systems of rules a person ever learns, yet children in a wide range of different environments and cultures learn to understand and use their native languages in a relatively short period.

In the term of motivation, Gardner (1985) discussed that motivation refers to a combination of factors that is effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Educational psychologists commonly refer to two types of motivation: extrinsic/instrumental and intrinsic/integrative. Extrinsic motivation is the drive to do or learn something for an external reward, such as good school grades. Intrinsic motivation is the drive to do or learn something for it's own sake. The writer hoped that this study can give ideas for the teachers dealing with teaching strategies to motivate young learners in learning English as a foreign language.

Further, as it is stated by Brewster, et al. (2007), the primary concern of foreign language teachers is the creation of as many ways as possible of giving their pupils an appetite to learn. In Japan, for example, the aims of primary ELT, as stated by the Ministry of Education, include 'to motivate the learner' and 'to learn English for interest and fun'. The Ministry of Education in Indonesia has the objective 'to motivate children to learn English in interesting and fun ways'. Fortunately, in the case of tends learning English many parents are highly motivated, a feeling which tends to be passed on to their children. However, teachers will have to work hard to nurture feelings of enthusiasim in their pupils (Brewster, et al. 2007). As Cajkler and Addelman (2000:1) write that teachers 'should not take it for granted that children will arrive in the classroom with a strong possitive attitude to foreign language learning'.

The writer is interested to conduct this study because she realized that teaching English to young learners is different from older learners. Children tend to have a lot of energy to do things, as some theories stated that young children have a lot of physical energy and often need to be physically active, that makes teachers should create a physicial activities. The writer also found that children came to school with different feelings and expressions. They looked so excited today but they might even cried in another day. Thus, teachers can vary the activities in order to raise their enthusiastic, because young learners can be easily distracted but also very enthusiastic.

The writer realized that children came to school with different feelings and expressions. As Graham (1994) summarised that one of the most common attributions in school environment is mood. Here, children looked so excited

today but they might even cry in another day. Thus, in order to promote the children's mood, teachers can vary the activities in order to raise their enthusiasm. With younger children in particular, activities which are intrinsically motivating and pleasurable, focusing on the here and now, are likely to be more successful than tasks leading to distant outcomes and postponed gratification (Read, 1995).

Besides, the writer realized that teaching English to young learners is different from older learners. Before directly teaching them the lesson, teachers of young learners should concern some characteristics of young learners. Children tend to have a lot of energy to do things, as some theories stated that young children have a lot of physical energy and often need to be physically active, that makes teachers should create a physical activities. They have a wide range of emotional needs, such as developing self-esteem and confidence in learning, and in order to face this situation, teachers should be able to build their self esteem. Here, after observing the teacher of Kindergarten B students in Pelangi Kristus, the writer found out this teacher could motivate the students in learning English by having a good relationship with the students and varying the activities for them. As Hughes and Moate (2007) stated that children feel they have opportunities to success in their learning if the teacher provides a sense of security and a warm and encourage classroom atmosphere.

Before this study was conducted, teachers of young learners might have lack of information about how to motivate their students in learning English as a foreign language. Then, it was hoped that this study could get the attention of how important a study of motivational strategies to teach English to young EFL learner

is. This study was intended to give benefits for teachers especially those are dealing with young learners. This study was different from the previous and related studies conducted. The motivational strategies as the data in this study were used by the teacher of Kindergarten B students in Pelangi Kristus. This present study was conducted with the topic of motivational strategies used by the teacher of Kindergarten B students in Pelangi Kristus to teach English as a foreign language. With this study of motivational strategies, it was expected that this study provided insightful information of raising students' motivation in learning English as a foreign language, so that teachers of young learners would have enough information and teach their learners better. It is also hoped that through these motivational strategies, the students have an initiative and motivation in learning English. In addition, the theories and the results of this study might give inputs for improvements of writing academic introductions in general.

In this study, the writer observed one teacher of a Kindergarten B students in Pelangi Kristus. Here, the teacher has experienced to teach young learners for more than 5 years. In doing the observation, the writer used observation sheet focusing on motivational strategies used by the teacher to teach English to young EFL learners. Here, there were 6 observation sheet described by the writer because she observed the teacher for 6 times.

In conclusion, according to the findings, the teacher used mostly the first strategy which dealt with appropriate teacher behaviours and this strategy helped the children to raise their motivation. From his behaviour, the teacher showed how he remembered each students' name by calling their name. He also liked to comment on the children' good work. Further, the children could try their best in

doing the workbook and also answer the questions from the teacher because the teacher gave helpful suggestions and encouraged children's effort. As Dornyei (2001) stated that encouragement is the positive persuasive expression of the belief that someone has the capability of achieving a certain goal. It can explicitly make the learner aware of personal strength and abilities, or it can indirectly communicate that we trust the person. Besides, the teacher always used eye contact, gestures, and facial expressions and those strategies made the children felt comfort to the teacher and enjoyed the lesson. The findings found that the teacher used the same classroom decoration in all the meetings. In fact, the way he set the seating arrangement could make the children enjoyed being in the class. Moreover, the teacher was able to create interesting activity, for example by using songs and rhymes and games. He also loved to tell the story for the children and the topic of the story was mostly about a social story, which is a simple story to help the child learn how to handle a particular social event. Those fun activities could raise children's motivation and thus the teacher was successfully created an effective learning process.

## **5.2 Suggestions**

The writer would like to give suggestions to the teachers and further researchers.

### **5.2.1 Suggestions for Teachers**

These are the suggestions for teachers related to the teaching strategies, which can motivate young learners in learning

First, in dealing with appropriate teacher behaviours, a teacher should praise children' behavior, for the example by saying. "*Good Evelive.Thank you for being nice to Debo.*" A teacher also should use everyday greetings at the beginning of the lesson so the children will be enjoyable to start the lesson. It is also important to end the lesson by saying goodbye to the children. Second, a teacher of young learners should be creative in creating the classroom atmosphere. In this case, the teacher can add posters and colorful pictures in the class. It is also important to have special board to display children' work so the children learn to appreciate each child'work. At last, a teacher of young learners should be creative to make interesting activity for the children, such as roleplay. By having roleplay, the children can practice using the language and they also learn to build their self confidence. For the interesting task, the teacher can have word puzzle for the children so the children will be fun during the learning process. Hopefully, by doing those strategies, a teacher of young learners would be able to raise children' motivation in learning English as a foreign language.

### **5.2.2 Recommendations for Further Research**

Ideally, qualitative research, especially case study is longitudinal. Besides, most researchers did triangulation in their research. However, due to the limited time, the writer did this study in a short time and analyzed the data without doing triangulation. The writer believed that if the writer conducted this research in a longer timer, the writer would give better and deeper information for the readers. Moreover, ideally, in doing the observation, the researchers should not tell the purpose of doing the study because the data might not be natural. As this study is

not perfect, the writer would like to give several suggestions for the further research to

1. have a longitudinal research for a case study in order to get deeper and detailed information.
2. do triangulation in order to avoid subjectivity.
3. conduct pre-observation before doing the real classroom observation to make oneself familiar with the teacher and students.
4. find out other motivational strategies that can be used by the teacher of young learners in order to teach English as a foreign language.
5. have a research which has a wider scope and subjects according to the level, such as Elementary Schools.
6. have a research focusing on the impact of motivational strategies towards the young learners in learning English as a foreign language.

## REFERENCES

- Abisamra, S.N. (n.d). *Affect in Language Learning*. Retrieved from <http://www.nadasisland.com/motivation>.
- (n.d). *Certificate Course in Teaching English to Young Learners*. Retrieved from <http://www.teyl.com/>
- (n.d). *Language Acquisition*. Retrieved from <http://www.answers.com/topic/language-acquisition>.
- (n.d). *How Your Child May Develop This Year*. Retrieved from <http://www.pbs.org/parents/childdevelopmenttracker/five/index.html>.
- Brewster, J, Ellis, G, & Girard, D. (2007). *The Primary English Teacher's Guide*. England: Pearson Education Limited.
- Diptoadi, V, Ferguson, M, Halimi, S. (2009). *Becoming a Creative Teacher*. Depok: Lembaga Bahasa International (LBI).
- Dornyei, Z. (2001). *Teaching and Researching Motivation*. England: Pearson Education Limited.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. UK: Cambridge University Press.
- Gower, R, Philips, D, & Walters, S. (2005). *Teaching Practice, A handbook for teachers in training*. Macmillan Education.
- Harris, J. (1990). *Early Language Development*. London: Routledge.
- Heigham, J & Crocker, A.R. (2009). *Qualitative Research in Applied Linguistics*. Palgrave Macmillan.
- Hetherington, M.E. (1999). *A Child Psychology*. (Parke, D.R & Locke, O.V, Ed). United States: McGraw-Hill Companies, Inc.
- Hsu, L. (n.d). *The Impact of Perceived Teachers' Nonverbal Immediacy on Students' Motivation for Learning English in National Taichung Institute of Technology, Taiwan*. Retrieved from <http://www.asian-efl-journal.com/PDF/Volume-12-Issue-4-Hsu.pdf>
- Hughes, G & Moate, J. (2007). *Practical Classroom English*. New York: Oxford University Press.
- Kubanyiova, M. (September 2006). *Developing a Motivational Teaching Practice in EFL Teachers in Slovakia: Challenges of Promoting Teacher Change in*

*EFL Context*. Retrieved from <http://pdfsearchpro.com/developing-a-motivational-teaching-practice-in-efl-teachers-in-pdf.html>

Krogh, L.S. (1994). *Educating Young Children* (Infancy to Grade Three). McGraw-Hill, Inc.

Lunan, D. (2011). *Teaching English to Young Learners*. United States: Anaheim University Press.

Pan, W. (n.d). *Definition of Motivation*. Retrived from <http://EzineArticles.com/1567108>

Yui, Y.H. (n.d). *Language Teacher Motivation: A study of teachers of English as a Second Language (ESL) in New Zealand language schools*. Retrieved from <http://aut.researchgateway.ac.nz/bitstream/10292/1080/3/YauHY.pdf>