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 20nd 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

Ames, Carole A. (1990) *Motivation: What Lecturers Needs to Know. Lecturer College Reports Volume 91, Number 3*,415.

Benita. (2015). The lecturers' question modification in structure II classes of an English Department in Surabaya, 21.

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Cited from "Improving Students' Speaking Skill Through Storytelling Technique" by Ratih Inayah in 2015, 27.

Doan, Hoang Duc. (2011). *Motivation in the development of English speaking skills by second year tourism major students at Sao Do University, VNU Journal of Science, Foreign Language 27,*210.

Dornyei, Zoltan & Clement, Richard. (2001). *Motivational Characteristics of Learning Different Target Languages: Result of Nationwide Survey*, 403.

Dornyei, Zoltan (1998). *Motivation in Second and Foreign Language Learning.* Thames Valley University, London, 117.

El Menoufy, A. (1997). *"Speaking. The Neglected Skill". New Directions in Speaking. Proceedings of the Fourth EFL Skills Conference*. Under the auspices of the Center of Adult and Continuing education the American University in Cairo, 9-18.

Grolier Incorporated (1992). *New Webster's Dictionary*. Cited from "Improving Students Speaking Skill Through Dialogue" by Ratna Kurnia Dewi in 2011, 10.

Hamzah, (2011). Teori motivasi dan pengukurannnya. Jakarta: Bumi Aksara.

Harmer, Jeremy (1998). *How to Teach English New Edition*, 20.

Harmer, Jeremy (2004). *The practice of English language teaching third edition*, 51.

Harvard Department of Sociology: Strategies for Qualitative Interviews. Retrieved on Feb 24 2018.

Istianti, Nerfi (2013). *The Correlation Between Students' Motivation in Learning Speaking and Their Speaking Ability*, 6.

Kayi, Hariye (2006). *Teaching Speaking : Activities to Promote Speaking in a Second Language*, 1.

Kheider, Mohammed (2013). *Investigating teachers' motivational strategies to enhance students oral fluency*, 29-40.

Nashar, H. (2004). Peranan motivasi dan kemampuan awal. Jakarta: Delia Press.

Nunan, D. (1999). Second Language Teaching and Learning. Boston: *Heinle & Heinle Publishers.*

Oprandy, R. (1994). *"Listening/ Speaking in Second and Foreign Language Teaching"*. System: V. 22, n. 2, 153-175.

Ormrod, Jeanne Ellis (2009). Psikologi Pendidikan Membantu Siswa Tumbuh dan Berkembang jilid 2, edisi keenam, 59.

Priroria, Sylvitia Krisnata (2017). Students' motivation to learn English and their perception toward the curriculum content of English Department of Widya Mandala Catholic University Surabaya, 71.

Richards, Jack C. (2008). Teaching Listening and Speaking: From Theory to Practice, 19.

Ryan, Richard M. & Deci, Edward L (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology 25*, 54-67.

Schunk, Paul R. & Pintrich, Judith L. (2008). Meec. *Motivation in Education Theory, Research, and Applications.*

Shams, M (2008). Students' Attitudes, Motivation and Anxiety towards English Language Learning. *Journal of Research in Education*, 120.

Sihombing, Jerry Benson. (2012). Lecturer's Use of Motivational Strategies in The English Classroom: A Case Study, 15.

Srivastava, S.K & Barmola, Kailash Chandra (2011). *Role of Motivation in Higher Productivity Vol. VII No.1*, 91.

Teaching English to Young Learners *University of Maryland, Baltimore County*. E-Lecturer Scholarship Program.

Thonrnbury, Scott (1997). *About Language*. Cited from "Improving Students Speaking Skill through Dialogue" by Ratna Kurnia Dewi in 2011, 10.

University Writing Center at Appalachian State University: A Short Guide for Conducting Research Interviews. Retrieved on Feb 24 2018.