

## **CHAPTER V CONCLUSION AND SUGGESTION**

Related to the finding of this research, there are two points which will be described in this chapter included: conclusion and suggestion.

### **A. Conclusion**

In this part, the researcher gave the conclusion of this research. Based on the pre observation that had been done and discussed by the researcher. She saw the phenomena about the teachers' motivational strategies in English learning process. Based on the phenomena, the researcher want to find out the motivational strategies that teachers used in motivation students in English learning process.

Teaching learning process is a process that is done by teacher and students to developing learning material. In this process, the teacher takes a part as a model to figure out everything which is related to education. Beside the students are members of classroom who attend the lesson in intention to accept the material. There is a process where the teacher as the speaker to present materials and the students as the speakers who attend the class and acquire the lesson.

There are ten motivational strategies. They are proper teacher behavior, recognize students' effort, promote learners' self-confidence, creating a pleasant classroom climate, present task properly, increase learner' goal-orientedness, make the learning tasks stimulating, familiarise learners with L2-related values, promote group cohesiveness and group norms, and promote learners' autonomy. In addition, every teacher has similar and different motivational strategies in English learning process.

but, in this reseach the researcher find English teacher A dan B used similar motivational strategies in English learning process. teacher A used 20 sub indicators of 20 sub indicators motivational strategies. And teacher B so used 20 sub indicators of 20 indicators motivational strategies in this reseach. In proving that statement, the researcher conducted the basic qualitative study in SMP N 03 mukomuko with the purpose to find out the motivational strategies that teachers used in motivation students in English learning process at SMP N 03 Mukomuko. In getting the data, the researcher used observation checklist, field note, video recorder and interview. After the researcher got the data, then the researcher analyzed the data.

Based on the researcher finding, the researcher found that English teachers in SMP N 03 Mukomuko used motivational strategies in English learning process. They are proper teacher behavior, recognize students' effort, promote learners' self-confidence, creating a pleasant classroom climate, present task properly, increase learner' goal-orientedness, make the learning tasks stimulating, familiarise learners with L2-related values, promote group cohesiveness and group norms, and promote learners' autonomy. Thus every teacher has similar motivational strategies in motivation the students in English learning process.

## **B. Suggestion**

Based on the research findings and conclusion of the study, the researcher would like to give suggestion for English teachers, researcher, readers, and students. The researcher suggest the teachers to be more in gave motivational strategies in English learning process. Motivational strategies is very important to students interest in learning English. The motivational strategies should have for the teachers in teaching learning process. Through the motivational strategies of the teachers, students can interest and has high motivation in English learning. The next, the suggestion for the students, the researcher expects the students to be more active enthusias in English learning process and pay attention when the teachers explain the materials. The next, the suggestion for the readers. The researcher expects this research can give knowledge and give information to readers about motivational strategies in English learning process. Finally, the suggestion for the researcher, as a candidate of the teacher, the researcher expects can used motivational strategies is in English learning process because it can make students have high motivation in the class and make their interested in English learning process.