

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, after knowing the findings and discussions in the previous chapter, the researcher will give a conclusion. The conclusion is the answer to two research questions, namely, the teacher's roles and the obstacles faced by English teachers in improving students' learning motivation in English classes. In addition, the researcher suggests recommendations that can help improve the role of teachers in improving student learning motivation in English classes, thus the following conclusions and suggestions as follows :

5.1 Conclusions

Based on the findings of the researcher in the field, the teacher's roles in improving students' learning motivation in English classes, following the formulation of the problems that have been stated, conclusions can be drawn, including :

1. The Teacher's Roles in Improving Students' Learning Motivation in English Classes

Based on the findings in this study, it can be seen that students who have a passion for learning English because of several roles performed by the English teacher in providing student learning motivation in the classroom. The role of the English teacher in MA Asy- Syukuriyah Payaman includes the teacher as a Controller, the teacher as a Motivator, the teacher as a Participant, the teacher as a Resource, and the teacher as a Tutor. Providing motivation by the English teacher in English classes includes inviting students to follow the lesson well, explaining the subject matter well, providing enthusiasm for learning to students, and actively interacting with students. The forms of motivation that can be given by the teacher in English classes include implementing fun learning, forming study groups by providing tasks that are competitive between students and there is good cooperation between the teacher and students in creating an active and conducive learning environment. And lastly, giving praise to the students.

2. The Obstacles Faced by the English Teacher in Improving Students' Learning Motivation in English Classes

Based on the findings in this study, it can be seen that students who are still lazy to learn English are due to several obstacle factors faced by the English teacher when providing learning motivation to students. The obstacles faced by the teacher in the process of learning English in English classes are caused by the factor of limited learning time in the classroom. The main obstacles faced by the English teacher are caused by different student Comprehension ability factors, student attitudes, talents, interests, and motives as well as student moods. In addition, it is also a factor of the family and the school environment, and the community around the student.

5.2 Suggestions

Based on the findings and as a contribution of thoughts from the author regarding the teacher's roles in improving students' learning motivation in English classes at MA Asy-Syukuriyah Payaman, the author tries to provide suggestions that can be considered :

1. For English teachers

Based on the finding, it is suggested for English teachers to further improve active and conducive learning activities to create a more comfortable and fun English class. Increase English learning activities outside of school hours to improve students' understanding of English lessons. Improving relationships and cooperation with teachers from other schools to be able to improve the quality of education so that the school has a good image and students have good English language achievement in the future.

2. For Students

For Students, it is recommended to choose the right social environment because by choosing a positive social environment, students have more awareness to increase their willingness to learn. In addition, students are advised to take English courses outside of school hours so that students have

a good interest in English lessons and students can more easily understand English lessons.

3. For Future researchers

For future researchers, they can conduct similar research in English subjects with a focus on analyzing the role of English teachers. In particular, those who do not identify the role of teachers in increasing student learning motivation can identify different topics. For example, analyzing the role of the teacher in teaching English, the role of the teacher in improving student achievement in English subjects, and much more. The topic may be different from the current research but the goal is the same, where it is similar to discussing the role of the teacher. Future researchers can add instruments to support their research such as using questioner techniques or others. Meanwhile, the current study does not use questionnaires because this study it used the technique of interviewing directly with participants to obtain data.



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