

CHAPTER V

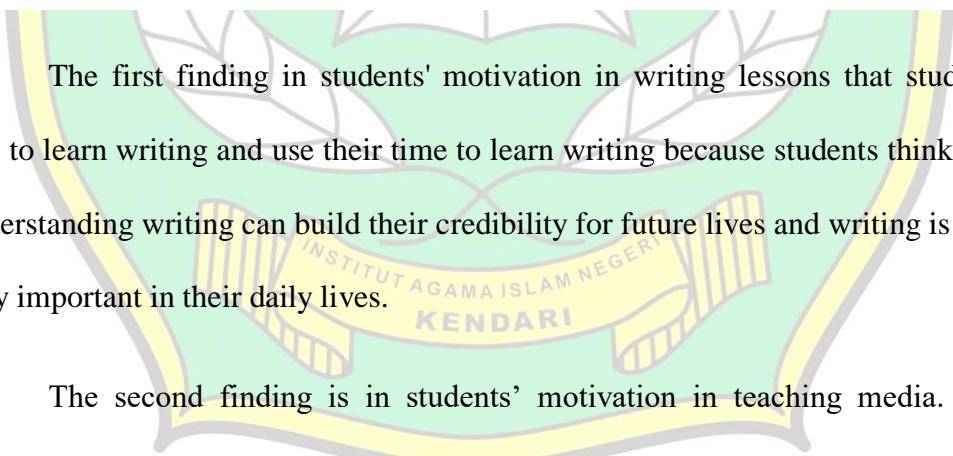
CONCLUSION

The last chapter of this study reported the important points from the whole discussion in the study. It also offered some suggestion and recommendation for the readers relates to motivation in learning writing.

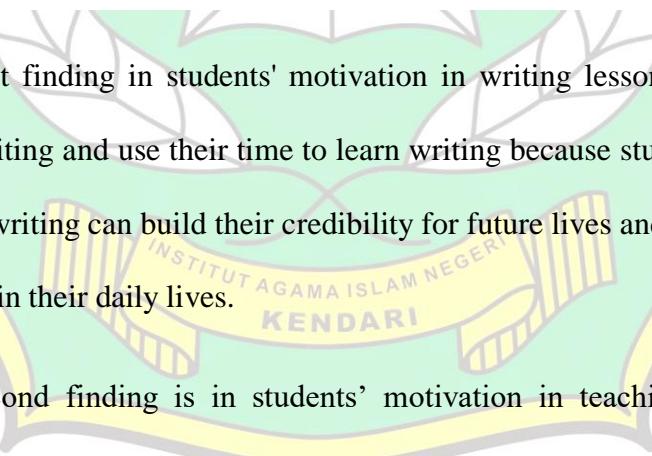
A. Conclusion



Motivation is an influential factor in teaching learning process. Without motivation, the goal learning is difficult to be reached. Because the learners' effort and desire affect the learner in achieve the learning goals. Motivation is crucial in learning others languages. It can drive learners in teaching learning process, so they will be pushed to study English well.



The first finding in students' motivation in writing lessons that students like to learn writing and use their time to learn writing because students think that understanding writing can build their credibility for future lives and writing is also very important in their daily lives.



The second finding is in students' motivation in teaching media. The students can enjoy their study when the teacher uses some media to teach because besides using the media for learning the teacher also utilizes learning media to play games. The selection of games here the teacher chooses the games that are related to learning and by using the media as a medium for playing games can increase student motivation in learning and being active in class.

On the side of finding in students' motivation in teachers' teaching, students are motivated in teachers' teaching because teachers always teach a material clearly by giving examples that are easy to understand.

In order to find in students' motivation in students' writing, students prefer to write directly a short paragraph using English after getting an explanation from the teacher and besides that students are more motivated to always repeat their writings that are not good, it is because the teacher gives an explanation of students using good language and easily understood by students and teachers also provides examples of writing using existing themes in the student environment so they do not feel new to it. From that all students easily write their ideas in written form with examples given by the teacher.

On the side of finding in students' motivation in students' assignments, some students are motivated to work on and collect assignments given by the teacher hoping that the teacher will not be punished and get good grades. However, there are some students who like to be late working on assignments and collect assignments given because they do not really know how to do it and do not want to ask the teacher or his friends. This makes it difficult for students to participate in learning because the teacher does not know where the level of student knowledge is in the material provided by the teacher.

The last finding is students' motivation in students' activities. In the learning process students are very active in attending classes because some students really like learning English and some students are motivated by the

media used by the teacher in the learning process. Many activities carried out in the learning process such as group work, presentations, and exchanging experiences with each classmate, which makes the atmosphere more enjoyable and does not make students stressed to learn.

B. Pedagogical Limitation

1. Introduction of Contrastive Thinking Patterns in Class

As awareness of differences in the two languages' thinking patterns facilitates the students' utilizing English in English way, teachers should introduce contrastive thinking patterns of Chinese and English in classroom and increase the students' consciousness of English thinking patterns. In the teaching process, teachers should consciously guide the students to discover and compare the differences in thinking habits between these two languages, to help the students accept such differences and to develop a habit to think in English. This will probably help them communicate in accurate and standard English. When their sense of English is stimulated, they can automatically classify the characteristics of English and learn to think in English.

2. Introducing Lexical Transfer in Class

Lexical transfer is a major factor that influences English writing. Kellerman comments "there are enormous quantities of evidence for the influence of the L1 on IL when it comes to lexis".⁴⁵ Non-English majors' vocabulary input is largely

⁴⁵ Kellerman, E. & Sharwood Smith, M. (eds.), "Crosslinguistic Influence in Second Language Acquisition", Oxford: Pergamon Press, 1986.

restricted to the classroom. This kind of pedagogy can not introduce a large amount of vocabulary information in a limited time. Therefore, teachers should increasingly explain word meanings from their grammatical meanings and collocative meanings.

3. Introducing Syntactical Transfer in Class

Teachers should compare the different syntactical structures of the two languages in class and expand the practicing time to strengthen the students' cognitive abilities. When the students' sensibility to syntactical structures is raised, they will be more likely to discover the typical English sentence structures consciously and practice more to make themselves more proficient in writing English sentences logically.

4. Introducing Contrastive Discourses in Class

In English writing, writers often explicitly state the topics, which are supported by facts. English discourse focuses on logical reasoning and clearly organized ideas. The main idea is explicitly stated as a topic sentence, with support of facts and references. With circular thinking patterns, the students seldom mention the main ideas directly but adduce them progressively. This kind of discourse is understandable in writing. However, it is unacceptable to English speakers. Therefore, it is very necessary for students to know the different discourses in the two languages in order to improve their writing proficiency.

C. Recommendation

In line with conclusion and limitation of this study above, the researcher made several points of recommendation in this study. The recommendation of this study

was divides into four parts, suggestion for the institution (SMA Negeri 1 Kendari) suggestion for further researcher, suggestion for students, and suggestion for the teacher.

1. For the institution

The researcher hopes to the institution to give appreciation to the students who have good achievement. Because by giving appreciation can build the students' motivation in learning. Students will supported by their extrinsic motivation.

2. For the teacher

The teacher should stimulate motivation in learning and should let students like learning English and find academic activities satisfied, therefore, they can be more active and better progress in learning English.

3. For the students

Researcher hopes the students will keep their motivation in learning English. The students should practice English and make it as habit. The most important one is they must have a big desire to learn English. Their parents also give the positive encouragement to their children to learn harder and give an understanding that English in one of important language in this area.

4. For the future researchers

It is expected to future researcher to conduct the same research on wider area. This thesis will give some contribution and information for future researcher. So it will be more advantages and beneficial to the development of English education.

D. Limitation

In conduting this study, the researcher has plenty of limitation as describe below:

1. Relative short time of research makes this research could not be done maximum.
2. The research catch whether the students' motivation in learning writing at the class X MIPA 5 of SMA I Negeri Kendari.
3. The reaserach used the questionnaire of getting the data.

