# CHAPTER V

## CONCLUSIONS

This section is called conclusion. Here, the researcher explains what kind of reflection students in learning English with pre-service teachers in class X accounting[1].

### 5.1 Conclusion

Motivation is an influential factor in the teaching and learning process. Without motivation, learning goals are difficult to achieve. Because the Efforts and desires of students influence students in achieving learning goals. Motivation is very important in learning other languages. It can encourage students to enter achieve learning goals. By having motivation students will be enthusiastic about the teaching and learning process so that they will be motivated to learn English well.

They are motivated to study English because their goals are like wanting to get good grades on the final exam, they want to get a grade award from the teacher, they want a good job and they may want to continue studying abroad and English is also an international language. So that student learning motivation is very high and sometimes students are motivated by how the teacher applies the material well and is easily understood by students.

Therefore, in outlinemotivation contains the following values: a) Motivation determines the level of success or failure of student learning actions, because learning without motivation is difficult to succeed. b) Motivated teaching is essentially tailored teaching with the needs, drives, motives, and interests that

exist in students. c) Success or failure in growing and using motivation in Teaching is closely related to the setting in the classroom.

In the learning process, the teacher has a very important role, namely determining effective learning methods and supporting students to gain valuable learning experiences. The teacher's attention to the learning process in the classroom can affect student achievement and learning outcomes because the right learning method in the learning process can increase student activity and learning outcomes. Thus the application of the right learning model in the classroom will inspire students to actively participate in learning English.

The learning process is more teacher-centered than student-centered, this is because teachers use conventional learning methods, and are less varied. For example, the method of lectures, notes, learning, question and answer is always used, which causes passive students to feel bored and lack enthusiasm in the learning process. Solutions are needed to overcome the problems faced by a technician by using interesting learning media, uniting gems, and making several groups.

## 5.2 Suggestion

After the writer conducted the research, the writer concluded that working in small groups could increase students' motivation in learning English. There are several suggestions that can be put forward, (a) for readers, by reading this thesis the reader can gain broader knowledge about learning English by using games. (b) For English teachers and especially pre-service teachers. The author suggests that teachers use various techniques in the classroom because they can motivate students, especially through the application of games and creating study groups

for students. In implementing the game, the teacher needs better preparation and the teacher must manage the time when using the game so as not to spend more time attracting students' interest. (c) For researchers. The researcher recommends to other researchers to conduct related research on other objects and with deeper, further, and better techniques. For other researchers to investigate other techniques to increase students' motivation in learning English with pre-service teachers.

## 5.3 Implication

Based on the research discussion, it can be implied that the motivation to learn English is very important to increase the enthusiasm for learning. The pre-service teacher can turn the class on by giving fun and every time the pre-service teacher ends the class, the pre-service teacher provides a reflection sheet to the students. So that they can give their best in the next meeting. So that pre-service teachers can apply the material well. Students' interest in learning, in the process of learning English. The implementation is: Games are useful for increasing student motivation in learning English. Through meaningful practice and repetition, they become accustomed to words related to certain topics. The pictures in the game help students memorize vocabulary more easily. During the game, students help each other when they get into trouble. This means that playing games can be applied as a speaking exercise for students to improve their vocabulary mastery. Its application can also increase student fluency. Meaningful practice and repetition get them used to expressions. Therefore, as they also had known the vocabulary, they could use the expressions without hesitation either pauses for words. It implies that playing games can be implemented as speaking

activity for the students in order to improve their fluency. The use of games was helpful to reduce the students' difficulties in pronunciation. The students who got difficulties could learn from others who used the words and expressions well. The students could pay attention when the other players said the words. It implies that games should be applied by the English teacher to improve students' pronunciation. It was found out that the use of games was useful to overcome the students' problems related to grammatical mistakes. During the games, the students could learn from each other. The students could listen carefully to how the language functions were said or ask the others when they forgot the expressions. It means that games should be applied to improve the students' grammar accuracy. Before playing the games, more feedback is necessary to be given to the students.

## 5.4 Limitation

Based on take a data on Tuesday 29 January, researchers found several problems in learning English for first grade students at SMKN 1 Kendari. The problem is the learning material, student interest, vocabulary mastery of students, teaching techniques and media used in the classroom. The learning materials used in the teaching and learning process are less attractive. They are only taken from textbooks without adding and adapting material from other sources. In the teaching process, the research only focuses on students' motivation in learning English with pre-service teachers. Pre-service teachers and students are very enthusiastic in carrying out the English learning process, when English learning is in progress the teacher uses various kinds of media. Not only provide material from modules or textbooks that are not diverse and they provide material from

various sources that are of interest to students. Modules are often used as the main source as well for daily tasks. Students rarely get authentic material from their environment in learning to speak, such as videos, songs, films, etc.