

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the data analysis done by the teacher, the first research question, *what aspects of Motivational Teaching Practice can be found at the 8th grade based on Teacher's perspective of X Junior High School in Bandung that can help the Teaching of English Language?* is answered. It is found that not all the MTP were used by the teacher. From the total of 20 aspects in MTP, 65% aspects (65% = 13 aspects) were used. It can be elaborated as, 67% for Phase One, 80% for the Phase Two, 63% for the Phase Three, and 50% for Phase Four.

It is found that Phase Two, Generating Initial Motivation, is the most used in MTP for this case. It happens because the teacher wants to give an enjoyable experience for the learners. As Dornyei stated that the key to a successful learning process is arouse the learners' interests (2001, p. 53). Hence, learners' intrinsic values and instrumental values is important. Intrinsic value can be boosted by presenting interesting materials. Learners'

instrumental value can be boosted by introducing them that learning language can provide a good job, make extra money, take further study, have good social position, and do their hobbies where English is used. However, the teacher did not really use Phase Four. Only two strategies used by the teacher. The teacher does not make the learners focus on their self-evaluation. She rather focuses on introducing and building the motivation. Once the motivation created the teacher stop taking care it.

The second research question is about learners' perception on the aspects that the teacher used. Based on the interviews, it is found that the learners still responded positively even though the teacher did not employ all the MTP strategies. The learners feel most motivated when the teacher tells them the importance of learning English, have confidence in their learning abilities, provide relevant teaching material, and convince them that making mistake is fine.

5.2 Recommendation

The findings show that the teacher plays a very important role in language learning. It is suggested that teachers of English should be more aware that learning process can be improved by employing MTP strategies. Teacher should not focus on one or two particular phases of motivation, but also on the whole MTP phases. Teacher should start with creating the basic motivational condition, then generating initial motivation, next maintaining and protecting the motivation, and finally encouraging positive retrospective

self-evaluation. Those phases are interrelated and every phase holds an important role. Teaching is not merely sharing the knowledge. It is far more complicated than it seems to be. Teacher should also keep the learners stay motivated. When they are motivated, they will achieve their maximum potential.

