

CHAPTER IV

CONCLUSION

In the previous chapters, I have discussed my difficulty in motivating a fourth grade student when assisting her in learning grammar at ACES. The causes of the problem are I had lack of communication with the student, I did not give the student opportunity to seek answers by herself when doing grammar homework, and most of the learning activities are only written exercises without communicative activities which made the student not motivated to learn grammar. The effects of the problem are she always complained when learning grammar, she did not show respect to me when I assisted her by her action of doing something else, and I felt it difficult to make her enthusiastic in getting good mark in grammar tests. I provide three potential solutions to solve the problem. The first is I will build a personal approach with the student as a private tutor. The second is I will provide games which support her in learning grammar. The last is I will encourage the student to do her best in learning grammar. Based on the analysis I think the

best solution to overcome my problem is the combination of the first, second and the third potential solutions.

The first solution is chosen because if I could build a good relationship with the student, it would help me to motivate the student to learn grammar. For example, when the student and I have a conversation, the student will feel comfortable talking with me and I can also motivate the student. It will be easier for me to have good communication with the student. Therefore, the relationship between the student and teacher is very important to enhance student's motivation and achievement. The second potential solution is also chosen because games will help the student in learning grammar, and also games will bring fun. I will provide games which support the student in learning grammar, such as hedbanz, scrabble or other games which are suitable in learning grammar. The third potential solution is suitable because encouragement can motivate the student and help her feel capable to do grammar. There is no other form of motivation that works quite as well as encouragement. At ACES, I can show encouragement by allowing the student to watch a movie after finishing her exercise, giving praise for her achievement, and saying positive words.

The combination of these three potential solutions will help me to overcome the problem. By having the problem resolved, I can motivate the student in learning grammar at ACES. For the institution, I suggest that the teachers at ACES should motivate all their students more by giving encouragement and building a good relationship.