

CHAPTER IV

CONCLUSION

I did my internship at Tiara Bunda School. During my internship, when I taught in English class, the pupils did not want to be involved in English learning activities. I found that this problem is caused by teacher's unclear instructions that make the pupils do not understand what they have to do, unhappy feeling of the pupils to be at school, and the pupils' lack of motivation to learn. This problem has some effects, which are the English skills of the pupils improve slowly, the teacher becomes stressed, and the other pupils' concentrations are distracted because of the pupils' noisy sounds. In order to solve this problem, I tried some potential solutions. The first solution is approaching the pupils during break time. The second solution is using incorporated various activities based on the pupils' interests. The last solution is using various teaching strategies based on pupils' learning styles.

After doing some analysis that have been stated on the third chapter, I decide to choose the combination of the second and the third solution, which are using incorporated various activities based on pupils' interests and using various teaching strategies based on pupils' learning styles as

the best solution. By combining the second and the third solution, the efforts to make the pupils involved in English learning activities will be more effective than using the second or the third solution only. The pupils become interested in the activities and they can understand the lesson more easily. As Dwi Pujiastuti says, it takes a lot of work to make the pupils involved in learning activities, but if we are prepared in various activities and various teaching strategies, they will be interested in the learning activities and they can understand the lesson more easily (par. 9). In order to minimize the negative effects that might happen in using this combined solution, the teacher has to spend more time to prepare interesting activities, teaching aids that support the activities, and teaching strategies based on the pupils' learning styles.

I do not choose the first solution which is approaching the pupils during break time because this solution is not effective to make the pupils willing to be involved in English learning activities. Rather than giving useful effect, this solution makes the pupils always want to be close with the teacher in the class without being involved in the activity and also makes the teacher have the possibility to like some pupils more than the others. It is more difficult for the teacher to overcome the negative effects of this solution because of the connection to the pupils' feelings. The teacher will find it hard to avoid being too close with the pupils without hurting their feelings.

Finally, I can conclude that by applying the best solution that I have chosen, the teacher can make the pupils involved in every English

learning activity. The teacher can use the two solutions together to reach effective teaching in English class.