

CHAPTER IV

CONCLUSION

In the previous chapter, I have analyzed the problem and several potential solutions. The problem is the pupils did not participate in English class activities. I found that the problem is caused by pupils who often cried in class as they wanted to be close with their family, pupils who had no motivation to learn, and pupils who preferred playing in class to studying. The effects of the problem are the other pupils follow those who did want to participate in English class activities, the pupil's progress was slow, and the pupils did not enjoy the lessons in class. In order to solve this problem, I propose some potential solutions. The first potential solution is the teacher approaches the pupils outside the class. The second potential is the teacher makes interesting activities. The third potential is the teacher gives rewards to pupils who are active in class.

Based on the analysis in the previous chapter, I decide to choose the combination of the first and the second solutions, namely approaching the pupils outside the class and giving interesting activities. By combining the first and second solutions, I can make the pupils participate in English

class activities. By approaching the pupils outside the class, I will know the pupil's characteristics. Besides, the pupils will feel comfortable and trust me. As Michelle Borba in his book says, when our children feel that we understand and care about them deeply, they have intrinsic motivation to learn (par.16). In this way, I can handle the pupils who do not want to participate in English class activities. By giving various and interesting activities to the pupils, I can make them interested in the activities and they can understand the lesson better. These solutions make the class run smoothly because all the pupils participate in English class activities.

I do not choose the third solution because when the teacher gives rewards to pupils, the pupils will only focus on rewards and if the teacher gives presents to some of the pupils, those who do not get the present will cry in the class. As the pupils are still young, they still do not understand the meaning of rewarding. They might think that the teacher does not like him or her, and this causes more negative effects.

I conclude that by applying the solutions that I have chosen, the teacher can make the pupils participate in English class activities and make teaching – learning activities more enjoyable.