

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presented the conclusion and the suggestion of the study. The conclusion deals with the finding result of the research and the suggestions are directed at providing information to other researcher who is interested in developing the similar research as their current study.

A. Conclusion

1. Teaching English as foreign language is quite difficult. The teachers should have strategy to engage the students in teaching learning process. There are many strategies that can be used to enhance motivation in teaching learning. One of them is Think-Pair-Share. TPS is one of the techniques used in effective learning activities, because TPS is cooperative learning that aims to bridge previous knowledge in solving a problem (Nasr. 2003) Based on research finding, this strategy had effectiveness to improve the students' speaking ability and their motivation.
2. There are two types of motivations, intrinsic and extrinsic. Intrinsic deals with the individual of the learner attitude, such as the desire, interest that is a natural human tendency while extrinsic motivation refers to performance of behavior that is fundamentally contingent of outcome, it means the students do something as a means to avoid or get something. Based on the research findings in this research, extrinsic motivation became important

aspect when the intrinsic motivation was low. These extrinsic motivations used in this research were punishment and reward.

3. Punishment implemented to enforce the rule during teaching learning process. While reward used to boost the students' motivation in speaking ability. Both of them had effectiveness in improving the students' motivation and their speaking ability for eight grade students at MTsN 6 Tulungagung.

B. Suggestion

In this part, the researcher would like to give some suggestions to be considered by English teacher as follows:

- a. TPS strategy would be very helpful to improve students' ability in speaking and students' motivation, so the teacher needs to maintain using TPS strategy as alternative technique of the teaching process in the second year students of junior high school.
- b. The teacher should give clear explanation and instruction in directing her students using TPS strategy. The teacher should be active to give assistant to the students, because some of them were not confident, and afraid of making mistake when they speak in front of the class.
- c. The teacher should control the students' activities and make a rule to overcome the problem in the class.
- d. this study is aimed at improving the students' speaking ability and their motivation. Related to the focus of study, it is advisable that the result of the

study can be used as one of references for other researchers who conduct the similar studies related to the development of the students' speaking ability.

Finally, the researcher realizes that this research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.