



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents summary of the research based-on research findings in previous chapter and recommendation for further research.

A. Conclusion

This research concludes that students' in XI IPS I in SMA UII Yogyakarta are motivated by teaching style of pre-service teacher from Department of English Language Education from Islamic University of Indonesia. This is no surprise as they are students of Senior High School who often feel bored when taught by English teacher at that school with the teaching styles and

monotonous methods and material. With certain strategy, students may feel happy and comfortable to follow the lessons they are intrinsically motivated by the material that given by teacher, and the teaching style of teacher. Based on the variables of the SMTSL questionnaire, it can be seen the lowest score was 1.75 on the question of "when the activity in the classroom is difficult, I give up or only do the easy parts" indicates that there is a desire to not give up and tried to work and complete activities that given by pre-service teacher.

In addition, finding of the research show that H_a is accepted and H_o is rejected, which means that there is correlation between pre-service teacher teaching style and students learning motivation. There is different coefficient correlation between SMTSL questionnaire and Grasha's Teaching Style Questionnaire, coefficient correlation between SMTSL (3,26) lower than Grasha's Teaching Style (3,75). Data indicate that a lower level of students' motivation would be related to the low of pre-service teacher teaching style. With these findings, the pre-service teacher have to be able to determine the style of teaching that will be used in teaching XI IPS I, because teaching style is used also related to the motivation of students to attend classes in the class.

Based on identification the problem there are several factor that correlated between teacher's teaching styles to the students' learning motivation. The school teacher used monotonous method (giving material, listen, and giving task) then the teacher leave the student without any score and feedback. The effects from these phenomenon are that students tend to be lazy to pay attention to the materials, feel sleepy, make conversation to each other in the classroom, so the class cannot control.

B. Recommendation

In general, recommendations provided in this research are divided into three parts. The first part is suggestion for improvement of field study program (PPL) preparation among PBI students

and the administrator of field study program (PPL), the second part is suggestion to SMA UII Yogyakarta, especially for English teachers at that school. The third part is recommendation for further studies.

The first part is recommendation for the improvement of field study program (PPL) preparation by the administrator of field study program (PPL). Researcher suggestion for administrator of field study program (PPL) or lecture of micro teaching subject to give a choice about the teaching style not only about the teaching method, and lesson plan, while the pre-service teacher were practice teaching in the front of class, they are known about their own teaching style to teach in the real classroom. Because the teaching style and the teaching method is important part of teaching, it is about how the teacher interact with the students. This may result in becoming active teacher. Whereas for the pre-service teacher, it is important to find out who is your students, what about their characteristic. It needed more than once or twice time to observe the each class, to find out further information about your students.

The second part is suggestion to SMA UII Yogyakarta, researcher suggestion for English teachers at SMA UII Yogyakarta to be more creative in deliver the material in order to make the class is fun to teach and not monotonous. English teachers at SMA UII Yogyakarta also can practice the teaching style and method more varied, which refers to several theories about the teaching style and method of teaching English. English teachers at SMA UII Yogyakarta also can conduct classroom action research to find out the further problem at that school.

The third part is recommendation for further studies, in future research, it is recommended that the number of the participants be increased. It is recommended to find out the correlation of different teaching style to the students' learning motivation, how to determine the suitable teaching