5.1. Conclusion

Base on the description in Chapter IV, the researcher drew three conclusions from this research i.e.

1. The English mentor used the strategies to increase students’ motivation by giving; praise, subtle ridicule, suggestions, playing motivation and videos. The mentor’s a praise was regardless whether students’ works were good or bad. The mentor gave subtle ridicule only to few students. The mentor did not use it because she was afraid if she hurted her students’ feelings that made them become lazy to study. The mentor gave suggestion and motivation videos that were played at beginning of the lesson, closing the lesson and or when the situations in the class were not conducive to continue the material. The Strategies were used to increase motivation which was given by the English mentor to the students and said as extrinsic motivation (base on source of motivation) and instrumental motivation (base on the purpose) in teaching English as media to increase students of reaching the goal.

2. Many students at class 9 (packet B) and class 12 (packet C) of Sanggar Kegiatan Belajar (SKB) in 2019/2020 academic year had good response to the English mentor’s motivation.
5.2. Suggestion

Base on the conclusion above, some suggestions were addressed to the English mentor at the at class 9 (packet B) and class 12 (packet C) of Sanggar Kegiatan Belajar (SKB) in 2019/2020 academic year.

1. The mentor should keep giving students’ motivation in learning English.

2. The mentor should keep various methods in teaching to provide the materials, such as using game since it will increase the role of the students.

3. The mentor can give prize if any students can do the best in their presentation and or get good score.

4. The mentor should create sense of competition among the students to increase students’ motivation in learning English.

5. The mentor can give the different teaching material to make the students more attracted toward the English lesson.