

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the research that has been done, several conclusions can be drawn as follows.

1. Student motivation in learning English sequentially based on average scores starts from the highest from the results of research related to intrication factors and extrinsic factors, namely learn to improve English language skills, to get a good job, to get good exam results, because they love to learn it, to be more confident and ease when speaking with English speakers, to please my family, to further my studies overseas, to participate more freely in the activities of other cultural groups, because it is something that I always want to do, because no one is truly educated unless fluent in English. The intrinsic factor has an achievement score of 76.24% with a high category in motivating students. While the extrinsic factor was obtained 70.58% with a high category related to achievement scores in motivating students. Although both have the same category in motivating students, but the intrinsic factor has a higher score. This means that in this study intrinsic factors play a more important role in motivating students to learn English.
2. The motivation to learn English of students in this study was more influenced by intrinsic factors. This is not only known through data but also the results of interviews with teachers in the field of study. Teachers motivate student learning by inviting outdoor learning, showing motivational videos containing

educated figures who are mostly fluent in English and related to job titles, giving praise to students who are active in learning, but all these efforts do not arouse students' enthusiasm in learning. In other words, students have learning motivation that stagnates or does not increase with the efforts made by the teacher.

3. According to the result of observation and interview, some students are seen uninterested to learn English at first. The motivation stays stagnant despite the teachers' vigorous effort. It even sometimes fluctuated due to diversity in the students' physical and psychology factors (readiness to learn), future goals, family background, interest, teachers' approach and methodology in learning, or school's facilities. These factors also play a role in the variable diversity, in this case is the motive influencing students' intrinsic and extrinsic motivation.

B. Suggestions

Based on the analysis and discussion as well as the conclusions of the research results, suggestions can be put forward to the following parties.

1. For Teachers
 - a) Adapt and use questionnaires in this study for other subjects.
 - b) Accompany students during the questionnaire filling process to anticipate misconceptions related to statements on the questionnaire.
 - c) Choose a time to take a questionnaire that does not interfere with the student's learning process.

2. For the Next Researcher

- a) Develop motivational questionnaires in learning English using factors other than intrinsic and extrinsic factors.
- b) Develop motivation questionnaires to learn English with intrinsic and extrinsic factors with more detailed indicators.
- c) Implement a motivation questionnaire to learn English related to intrinsic and extrinsic factors with a larger number of respondents. For example, all classes at a certain level in one school.
- d) Implement English learning motivation questionnaires related to intrinsic and extrinsic factors with the number of respondents at a certain grade level but within the scope of several schools.
- e) Conduct research related to the influence of intrinsic factors and extrinsic factors in English learning motivation on student achievement.