

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher would like to present conclusions and give suggestions of this research. The conclusion is drawn from analysis of findings and discussions. In addition, the researcher also wants to give some suggestions for teacher, for students, and for whoever wants to use this research for further researches.

5.1 Conclusions

Based on the research that has been done regarding students' motivation in speaking English through YouTube-Based Videos at grade ninth SMPN 10 Medan, from the data exposure and data analysis that has been presented, it can be concluded based on the research focus as follows:

1. The types of students' motivation in speaking English through YouTube-Based videos at grade ninth SMPN 10 Medan are intrinsic and extrinsic motivation. It was found that most students showed a stronger internal motivation, meaning they wanted to learn English speaking because of their own interest, enjoyment, and satisfaction. Many of them said they learned English speaking through YouTube because they really wanted to improve their fluency, pronunciation, and confidence. On the other hand, a smaller group of students had external motivation, learning English mainly to get good grades, meet teacher expectations, or gain approval from others. This shows that students' interest in learning English speaking is mostly driven by personal reasons, and external factors like YouTube videos help support and increase their enthusiasm for learning.

2. From the research, the level of students' motivation in speaking English through YouTube-Based videos is moderate level rating motivational level, presented from the total of mean score for students' motivation is 3.59. It means using YouTube videos in learning speaking English for students' motivation is motivated them to enhance their speaking skills and learn more about speaking English. In the end, YouTube is one of the media that very effective to enhance students' motivation.

5.2 Suggestion

1. In relation to the types of students' motivation, teachers are encouraged to strengthen students' intrinsic motivation by selecting YouTube content that is engaging, meaningful, and relevant to students' interests and daily lives. Since the findings show that intrinsic motivation is more dominant, teachers should focus on maintaining students' enjoyment, curiosity, and personal interest in learning speaking. In addition, external support from teachers, parents, and the learning environment should still be optimized to reinforce students' motivation, particularly through positive feedback, encouragement, and meaningful rewards. Students are also expected to take initiative in utilizing YouTube not only as entertainment but as a learning medium, by exploring various English contents and developing consistent learning habits independently.
2. In relation to the level of students' motivation, particularly the moderate level and the low score in the Confidence component, teachers are advised to provide more structured and supportive speaking activities. Creating a non-threatening classroom environment where mistakes are accepted as part of the learning process is essential to reduce students' anxiety and build their self-confidence. Activities such as pair

work, group discussions, and project-based learning using familiar YouTube content can help students feel more comfortable and confident in speaking. Furthermore, students are encouraged to practice speaking more frequently both inside and outside the classroom to gradually improve their confidence and fluency. For future researchers, it is recommended to explore strategies or interventions specifically aimed at increasing students' confidence level, as well as to investigate the effectiveness of other digital learning media in enhancing students' motivational levels in speaking English.

