

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

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

1. The findings showed that students demonstrated three types of learning motivation based on Self-Determination Theory (SDT), namely autonomy, competence, and relatedness motivation. The questionnaire results revealed that students generally had positive motivation in using digital devices during English lessons. The autonomy factor reached 68.34%, which was categorized as “High.” The competence factor generally showed “Enough” levels in most statements, while the relatedness factor showed the highest motivational level, especially in students’ feelings of support and connection within the learning environment. These findings indicate that digital devices were not only used as communication tools, but also as learning tools that supported students’ English learning motivation.
2. The interview findings revealed that students used digital devices during English lessons for several motivational reasons related to autonomy, competence, and relatedness. From the autonomy perspective, students used digital devices to explore learning materials independently, search for vocabulary meanings, and learn based on their interests and preferences. From the competence perspective, students used smartphones to improve their understanding, complete assignments, and increase their confidence in learning English. Meanwhile, from the relatedness perspective, students used digital devices to communicate and collaborate with classmates and to receive support from teachers during classroom activities. However, some students also admitted that they sometimes used digital devices for non-academic purposes, such as opening social media applications when classroom activities felt boring or difficult.

5.2 Suggestions

Based on the findings of this study, the researcher would like to provide several suggestions as follows:

1. For Teachers

- a. Teachers are suggested to create more engaging and student-centered English learning activities involving digital devices.
- b. Teachers should guide students to use smartphones and digital applications for academic purposes, such as searching for vocabulary, practicing pronunciation, and accessing English learning resources.
- c. Teachers are expected to provide clear classroom rules and supervision to reduce students' non-academic use of digital devices during lessons.
- d. Teachers should encourage collaborative and interactive learning activities to strengthen students' autonomy, competence, and relatedness motivation.
- e. Teachers are recommended to improve classroom interaction so that students remain focused and motivated during English lessons.

2. For Students

- a. Students are expected to use digital devices wisely and responsibly during English lessons.
- b. Students should maximize the use of smartphones and digital applications for learning purposes, such as improving vocabulary, grammar understanding, and English communication skills.
- c. Students are encouraged to become more independent in learning English through digital resources available online.
- d. Students should avoid excessive use of social media and other non-academic applications during classroom activities.
- e. Students are expected to maintain good communication and collaboration with teachers and classmates during learning activities.

3. For Next Researcher

- a. Future researchers are suggested to conduct similar studies with larger numbers of participants and different educational settings.
- b. Future studies are recommended to explore additional factors influencing students' motivation in using digital devices, such as teacher teaching style, classroom management, internet access, and digital literacy.
- c. Future researchers may combine qualitative and quantitative methods to obtain more comprehensive findings.
- d. Future studies are also encouraged to investigate the impact of digital devices on students' academic achievement and classroom engagement in English learning.
- e. Future researchers are suggested to conduct longer classroom observations to gain deeper understanding of students' behavior in using digital devices during English lessons.