

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter is divided into two parts; they are: the conclusion and the suggestion. The conclusion is directed to answer the research question while the conclusion is concerned with the recommendation for students, lecturers and the other researchers who will conduct a study on related topic.

5.1 Conclusion

This research comes up with some conclusions based on the findings and discussion in the previous chapter. As what the writer had mentioned in the previous chapter, it is clear that motivation is the most important factor that the students should have in the learning process because motivation can help the students to learn more and to achieve higher.

In other word; it can be said that motivation takes a big role in the students' language learning achievement. It shows when the students have a high degree of learning motivation; they can also have a high learning achievement score in their achievement. However, there are some factors that can influence the students' learning motivation, they are: social environment, ability of learning, family background, effort and personality characteristics.

This study which attempts to find out whether there is a strong correlation between the students' learning motivation and their achievement in structure course and whether the correlation is positive, found out that the correlation was strongly positive, in which both variables correlated highly and positively. To

confirm the correlation between the students' learning motivation and their achievement, the hypothesis testing was done. The hypothesis testing resulted in the rejecting of the null hypothesis and accepting the alternative hypothesis.

Since the correlation was strong and positive, it means that the motivation has greater contribution to the students' success in learning. Thus, if the students are highly motivated, they will be able to achieve higher. Conversely, if the students' are unmotivated, they tend to have lower achievement in their learning English grammar.

More specifically speaking, both kinds of motivation (intrinsic and extrinsic) are important. However, the intrinsic motivation is more important than the extrinsic motivation one because intrinsic motivation is widely known as the highest level of motivation since it is internally driven inside someone (Grolnick, 2002). It means that when someone has higher level of intrinsic motivation, no matter how difficult and how hard the learning materials are, he or she will keep trying to be successful in the learning process. It really contrasts with someone who has higher extrinsic motivation because this person will depend on the reward and the encouragement from the external side.

Even though the motivation takes a big role in the learning process, it must be noted that motivation is not the one and only factor that determines the students' success in learning. Like what the writer has stated in the beginning of the chapter, there are some other factors that influence the students' successful learning. They are: the social environments, family background, ability to learn, effort and personality characteristics.

5.2 Suggestions

Based on the research findings, the researcher provides some suggestions addressed to the students, lecturers and the next researcher who are going to conduct a study of similar topic.

To the students with high degree of learning motivation: the researcher recommends that they should maintain their motivation well, so that they will keep being committed to study hard and seriously to maintain their achievement.

To the students with low degree of learning motivation, the researcher recommends them to set their goal of learning in order to develop their behavioral self-regulation and the self-awareness (Deci & Ryan, 1968:68) so that they can motivate themselves intrinsically.

To the lecturers who have important roles as learning motivators: the researcher recommends them to continuously encourage their students during the learning process by creating an interesting and fun learning environment since the students' motivation can be up and down, so that the students will not be bored to join the learning activities. Consequently, they can maintain their achievement.

To the other researchers who are interested in conducting a study of similar topic: the writer recommends them to include the students' final test scores in the calculating the correlation coefficient so that the results of the study will be more confirmed and significant.

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