

CHAPTER VI

CONCLUSION

6.1. Summary

As it has been stated in chapter one, this study aims at seeing whether there is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement or not. Besides, it is also designed to see what type of motivation - instrumental or integrative - the first-year students of SMA in Surabaya have in learning English is more dominant.

There are 210 first-year students of SMA in Surabaya which belong to the school year of 1987/1988 who become the subjects of this study. On May 1988, a set of questionnaires was administered to these students in order to measure their motivation as well as to know their orientations in learning English. While, their English achievement was represented by their English grades of the second semester.

The data on the correlation between motivational index scores and English grades were, then, analyzed, using Spearman's formula for rank correlation. The results of the data analysis in each class or group taken as the sam-

ple of this study reveal that there is a positive significant correlation between the motivation of these students in learning English and their English achievement. After the Spearman's coefficient of rank correlation (ρ_c) of each group was group, based on to which school they belong, and analyzed further, it was found that all the ρ_c of each school under study is higher than ρ_t . And, in the final analysis, it was also found that $\overline{\rho_c}$ of all SMAs under study which was +0.714 was higher than the ρ_t which was +0.364. Thus, it can be said that there is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement.

It has also been found that \overline{KD} of all sample SMAs is 51.04%. The value of \overline{KD} confirms the above conclusion because 51.04% of the English achievement of the first-year students of SMA in Surabaya is accounted for by their motivation in learning English. The rest 48.96% is caused by other factors which are outside the scope of this thesis.

The type of motivation can be inferred from the reasons for studying English. Thus, to determine what type of motivation - instrumental or integrative - that the first-year students of SMA in Surabaya have in learning English is more dominant, the data on orientation index were analyzed, using one-tailed test analysis. From the re-

sults of data analysis, it was found that Z_c which was +5.67 was greater than +1.65. This finding led the writer to conclude that for the significance at the five per cent level the first-year students of SMA in Surabaya are more instrumentally motivated than integratively in learning English.

5.2. Suggestions

Using inferential statistics, the writer has proved that there is a positive significant correlation between the motivation of the first-year students of SMA in Surabaya in learning English and their English achievement. In regard to this finding, the writer would like to give the following suggestions :

1. As the teacher is the key to the motivation of the students in the classroom, it is essential for the English teachers, especially those of the first-year students of SMA, to analyze their students' needs, that is by means of observing (1) the goals for which the individual appears to be striving and (2) the effects that occur when what appears to be goal objects are denied the individual.¹ By doing so, they will be able to help every student meet his needs and hence, he will be mo-

¹ Frederick J. Mc Donald, Educational Psychology, U.S.A., Wadsworth Publishing Co. Inc., 1965, p. 124.

tivated to learn English.

2. As the needs and learned goal expectations differ from person to person², the English teachers of the first-year students of SMA should foster the acquisition of the new needs of the students and broaden the students' conception of their goals, that is by encouraging group participation and cooperation in the attainment of the common goal, for under these conditions, a student's concern is no longer over satisfying his individual needs but rather integrating his needs with those of the group.
3. The school authorities should help the English teachers of the first-year students of SMA who have difficulties both in inferring their students' needs and in finding out the way of how to help the students satisfy their needs.
4. This study, however, should be continued, using more sophisticated instruments and research techniques to find which one of the two types of motivation - instrumental or integrative - that makes the first-year students of SMA in Surabaya more successful in learning English in order to give better information to the English teachers of the first-year students of SMA in Surabaya who are fostering the acquisition of the new

² Ibid., p. 152.

needs of the students and broadening the students' conception of their goals.

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