

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions drawn from this study.

5.1 Conclusions

As stated in chapter one, this study aims at seeing whether there is a positive significant correlation between students' motivation and their academic achievement in learning English or not. There were ninety four students of English Department Widya Mandala Catholic University who became the subjects of this study. They belonged to Structure IV and Introduction to Linguistics Classes. In November and December 2008, a set of questionnaires was administered to those students in order to know how motivated they were in learning English and their academic achievement was represented by their final scores of Structure IV and Introduction to Linguistics.

The data of the motivation index scores and final scores, then, were analyzed using Pearson Coefficient Formula. The results of the data analysis reveal that there is no significant correlation between students' intrinsic motivation and their academic achievement in learning English as well as there is a low correlation between students' extrinsic motivation and their academic achievement in learning English. The results also show the determination coefficient. From the determination coefficient, the writer can conclude that the extrinsic motivation correlates the academic achievement for 4.3 percent and around 95.7 percent other factors correlate the academic achievement. These calculations are made without considering the other factors.

After finding out that there is no significant correlation between students' motivation in learning English and academic achievement, the writer will try to state some possible causes.

1. The students did not fill the questionnaire seriously.
2. The students tended to fill the best answers because they were afraid to be known that they did not have any motivation in learning English.
3. The absence of the students' lecturers when they filled the questionnaire made them unserious to fill the questionnaire.

4. Some students under study did not follow the final semester assessment because they were not allowed to follow the final test of Structure IV or Introduction to Linguistics. It was because the number of their absence in the classes. It made their final score low.

5.2. Suggestions for Further Study

The writer gives some suggestion for the next research. First, the next study should include more subjects so that the next researcher can make general conclusion since this study only included students belonging to academic year 2006 and 2007. Second, the next study should evaluate the students' motivation more than once since this study only gave one opportunity to students in filling the questionnaire set. Considering that motivation changes from time to time in a person, it would be better if the next researcher draws the students' motivational index scores continuously from a period of time. Third, the next researcher should consider conducting an experimental study to see the effect of giving motivational treatments for students.

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