

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion to answer the statement of the problem and suggestion for the teacher, students, and the further researcher to classify the teaching style and students' motivation in learning English.

A. Conclusion

According to the research finding and discussion in the previous chapter, a conclusion can be drawn that there is no significant relationship between students' perception on teaching styles and their motivation in learning English. The data showed that most of students got the minimum score of teaching styles questionnaire but they got good score in motivation questionnaire. Therefore, it can be concluded that teaching styles gives less contribution and has very low relationship to the students' motivation in learning English. Students who have low perception on teaching styles does not mean that they also get low motivation in learning English.

Students' motivation can affected by other factors that must be known in teaching and learning English. They are intrinsic and extrinsic factors. Intrinsic factors refers to internal desire to perform an action because it is enjoyable and satisfying. They include interest, personal relevance, and feeling of competence, awareness of developing skills, self-efficacy, self-concept, attitudes, confidence, and anxiety. In other side, Extrinsic factors comes from external factors driving learning for instrumental goals such as

earning reward or avoiding punishment. They include teachers, parents, rewards, punishment, learning environment, time of day, week, and year, societal expectation and attitudes.

B. Suggestion

Based on the research finding and discussion in the previous chapter and also the conclusion above, the researcher gives some suggestion for teachers, students, and the further researcher. This suggestions can be used to improve teaching and learning English language as foreign language that is needed many aspects to support its success.

1. For Teachers

Knowing the result, the English teacher as a motivator and stimulator can explain that some students are still difficult and confused in their English learning. The teacher should decide appropriate ways in teaching that it can be identified their attitudes and behaviors toward the learner, the curriculum, the classroom, and the educational process in general.

2. For Students

For the language learners, even though students' perception on teaching styles has less contribution to their motivation in learning English, the students should pay attention to the teacher. The appropriate teaching styles can help them to understand and master the material that learned.

3. For the Further Researcher

This research can be a contribution to the research in education which is intended to find out the correlation of two variables, in this case students' perception on teaching styles and motivation in learning English. This research may also be a relevant previous study that can be used by other researchers to conduct a further research which are closed to this research. Besides that, it can be extended to other variables in order to reveal any aspect that support, enhance, and develop the students' motivation in learning English.