

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion. After knowing the result of this research in the previous chapter, the researcher tried to conclude her reseach in this chapter. Then, there are some suggestion to some people related to this reseach in order to make a better condition in the next research.

#### **A. Conclusion**

This research is conducted to know the correlation between Motivation and Anxiety among EFL students in MTs Sunan Ampel. There are two types of Motivation that it has been the foundation to measure the motivation among EFL students. Those are integrative and instrumental motivation. Integrative Motivation is a desire to know about L2 because someone interest in it, then instrumental motivation is a desire to know L2 because someone wants to get a certain purpose such as getting a better job, or fullfill a school requirement.

In terms of anxiety, there are four types of anxiety that it has been the foundation to measure the anxiety among the EFL students. Those are communication apprehension, fear of test, fear of negative evaluation, and fear of English class. Communication Apprehension is the types of shyness to speak or express the ideas to the other people, Fear of Test refers to a fear feeling of failure in test or evaluation, Fear of Negative Evaluation is defined as the feeling of apprehension that others will corect negatively, and Fear of English Class is a general anxiety when the students feel nerveous when they join in English class.

The researcher conducted this research by giving questionnaire as the instrument for 74 EFL Students in MTS Sunan Ampel for all the grades of class. The questionnaire are placed on 4-point likert scale ranging from strongly agree to strongly disagree. There are 10 statements to measure about motivation, and there are 20 statements to measure about anxiety. The students or participants took around 30 minutes to answer the questionnaire, and the researcher distributed the questionnaire to the participants by herself.

The researcher used Correlation Research Design with quantitative approach to conducted this research. By using SPSS ver.24 for windows, the researcher measured the mean, mode, median, percentage and of course the score of correlation between motivation and anxiety.

There are some findings in this research, First, the most dominant motivation among the EFL Students in MTS Sunan Ampel is integrative motivation with mean score 13.43. Instrumental motivation among the students is also high with mean score 12.98.

Second, the most dominant anxiety among EFL students in MTS Sunan Ampel are Communication Apprehension with mean score 14.63. Third, for the correlation between motivation and anxiety, the researcher found that there is a low positive correlation between motivation and anxiety among the EFL Students in MTS Sunan Ampel. With the significance score is .35, and pearson correlation score (r) is .24.

## **B. Suggestion**

After knowing the result of this research, the researcher pointed some suggestion in order to make better condition for some related people, those are the students, the teacher, and the next researcher.

### **1. The Students**

The result of correlation between Motivation Anxiety in this research are know that there is a low or weak correlation with the positive correlation between them. In order words, the direction of correlation between motivation and anxiety are linier where both of them are in the level of medium.

Generally, the most dominant of anxiety among the students is communication apprehension. So that, it is better to the students to push themselves in speaking or communication. It means that they have to build in their mind that language is useless when they are are afraid to communicate it with the others. Additionally, they have a high score of Integrative Motivation where this type of Motivation is related with the students' interest in the L2 itself such as movie,song, book, ect.

By the ineterest in English song or movie, it is better to the students to applicated L2 in communication with friends or teachers although at the first time they combine it with Indonesian. But, the researcher is sure that from this good habit, the EFL Students can more enjoy when they use English in communication, especially in English Learning.

## 2. The Teachers

Beside the main setting in the EFL Students, it is better to the teachers to support the students to always use English in communication in English class. So, the teachers' strategy is very important to help the students enjoy in communication with English. By knowing the high Integrative Motivation of the students, the teachers should use English movie, songs, or books to stimulate the students in English Learning.

The researcher has expected that the use of Traditional Method in English Learning can make the students bored or sometimes they afraid to speak or communicate using English. Then, the teachers should use English in English Class although it is combined with Indonesian to help the EFL students to be more habit using English as the communication tool in English class.

## 3. The Next Researcher

The researcher realizes that there are so many weakness in this research. Especially, the researcher just used questionnaire to know the Motivation and anxiety among EFL students. The researcher thinks that still there are so many aspects that held in class that show how are their motivation and anxiety when facing English lesson. It is better to the next researcher to use direct observation in EFL Students' class to know the real situation there.