

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

This research is conducted to know the comparison between male and female on their intrinsic and extrinsic motivation toward English learning among EFL students. There are three types for each those motivations. Intrinsic motivation refers to the desire to perform an activity because it is enjoyable and personally satisfying to do so. These feelings of pleasure are believed to derive from the sense that one has freely chosen to perform an activity in which they are developing competence, and that this decision to engage in the activity is supported by others. There are three types of intrinsic motivation, those are knowledge, stimulation, and accomplishment. Then, three types of extrinsic motivation are external, identified, and introjected motivation. Extrinsic motivation refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

Instrument of this study is questionnaire that it was adapted from Academic Motivation Scale (AMS). The questionnaires were distributed to

English students in STAIN Kediri and took sixth and eighth semester as the population and sample. Total samples of this study are 74 sixth and eighth English students. The questionnaire are placed on 4-point likert scale ranging from strongly agree to strongly disagree. There are 24 items to measure the participants intrinsic and extrinsic motivation. 12 items are proposed for intrinsic motivation and 4 items for each its sub scales. As the same with intrinsic motivation, 12 items were given to measure the extrinsic motivation and 4 items for each its sub scales. The researcher have tested the validity and reliability of the instrument using correlation test with involved 60 students in that test. The result showed that the instrument is valid and reliable in the context of the study.

Independent Samples T Test was used to identify overall significance gender differences on intrinsic motivation and its types and also on extrinsic motivation and its types specifically. The researcher used Independent Samples T Test because there are two independent variables in the study; male and female group. By using descriptive analysis in SPSS ver. 20.00 for windows, the researcher measured the mean, mode, median, sum, maximum, and minimum of each data. Prior to doing all of those steps, the researcher used Analyze Nonparametric Test One Sample K-S for testing the data normality. Then, the researcher also knew the homogeneity of the data through the output of independent sample t test or we can call it as Lavene Test. All of data in this study were proved as normal and

homogen data. Hence, the researcher can continue the analyses using parametric technique such as independent samples t test.

There are some findings in this research. First, from the result of comparison between two genders on the intrinsic motivation and its sub scales. The result showed that females have higher score than male for their intrinsic motivation. Besides, the result of independent samples t test indicated that there is a significance difference between male and female on their intrinsic motivation, accomplishment, and stimulation with t value showed -2,290 for intrinsic motivation, -1,998 for accomplishment and -2,040 for stimulation. But, there is no significance for one of types intrinsic motivation which is knowledge with t value -1,016. Those results are compared with t table 1,993. Furthermore, both of female and male indicated in the high level of intrinsic motivation with females' mean score is 35,81 and the males' mean score is 33,78.

Then, for extrinsic motivation showed there is no significance difference between male and female. But, the total score of extrinsic motivation presented that males have total score higher than females. Surprisingly, one of types extrinsic motivation; identified regulation has the same score between both of genders. So, the significance showed 1,000 with t value 0,000. Then, for t value extrinsic motivation is 0,079, external regulation with 0,309, and introjected -0,105. Those results are compared with t table 1,993. Additionally, both of female and male indicated in the

high level of extrinsic motivation with females' mean score is 35,41 and the males' mean score is 35,49.

B. Suggestion

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

1. The Students

The result of comparison between intrinsic and extrinsic motivation among English students based on their gender differences in this research are know that there is a significance difference in their intrinsic motivation and some its types. But, there is no significance difference in their extrinsic motivation.

Based on the result of significance in two types intrinsic motivation are accomplishment and stimulation, the students should realize that probably by attempting and feeling enjoyable during English learning will enhance their achievement in English learning. The students also have to try to build their motivation and performance. In other hand, they have to build in their mind that language is useless when they are are afraid to try following the process. Due to there is no significance different between male and female on their extrinsic motivation and its sub scale, the students just have to realize that the teachers just want to give the best support and reward for all of their students achievement.

2. The Teachers

The result of this study highlighted the students' intrinsic and extrinsic toward English learning. It will be useful for the educators or teachers to know those important aspects in language learning. Furthermore, knowing the students' motivation will help the teacher to always support the students and build the enjoyable atmosphere in English learning process. Then, it also makes the students realize that learning English is important for their academic or their life skill. So, the teachers' strategy is very important to help the students enjoy studying with English.

By knowing the different significance of intrinsic and extrinsic motivation, the teachers should create the good learning process and an equal approachment for male and female. The researcher expects that the teachers are able to create creative strategy in English learning and give good propulsion.

3. The Next Researcher

The researcher recognizes that there are so many weaknesses in this research. Especially, the researcher just used questionnaire to know the intrinsic and extrinsic motivation among English students. The researcher thinks that still there are so many aspects that held in class that show how are their motivation toward English learning. It is better to the next researcher to use direct observation or interview to support and to know the object better.