

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 correlation between students' motivation in learning English toward Intensive course achievement. 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, 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 it self, rather than it is instrumental value.

Instrument of this study is questionnaire that it was adapted from Academic Motivation Scale (AMS). The questionnaire were distributed to English students in IAIN Kediri and took second semester as the population and sample. Total sample of this study are 100 second 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 scale. The researcher have tested the validity and reliability of the instrument using correlation test with involved 60 students in the test. The result showed that the instrument is valid and reliable in the context of the study.

There are some findings in this research. From the result of intrinsic and extrinsic motivation consist of 100 students. Intrinsic motivation 4,218 and from Extrinsic motivation is 4.262. Both on Intrinsic motivation and Extrinsic motivation the whole of those result are more than 0,05. Result of Intrinsic motivation the standart deviation is 4,218 and in Extrinsic motivation the standart deviation is 4,262. It means that the result of Extrinsic motivation more hinger than the result of Intrinsic motivation.

To know the correlation of Intrinsic motivation with the Intensive course achievement. In this research the researcher using SPSS to count the correlation between Intrinsic and Extrinsic motivation with Intensive course achievement. The researcher use product moment to looking the correlation of Intrinsic and extrinsic motivation with Intensive course achievement. The normality of intrinsic motivation toward Intensive course achievement showing the value coefficient of correlation between Intrinsic motivation and Intensive course achievement is significant at the 0,01 with the coeficient correlation .583 it means that coeficient

correlation between Intrinsic motivation and Intensive course achievement is sufficient.

For the normality of extrinsic motivation toward Intensive course achievement result showed the value coefficient of correlation between Extrinsic motivation and Intensive course achievement is significant at the 0,01 with the coefficient correlation .538 it means that coefficient correlation between extrinsic motivation and Intensive course achievement is sufficient.

Based from the result of testing for ANOVA, all the assumption are met for the calculation. Bawed on the finding, we can processed with ANOVA analysis. To answer the question that is formulated on this study, we verify the hypothesis of this research. The result of computation can be seen in table assumption of intrinsic motivation, based on that table it can be seen that the result of significant value is 0,046 it is less than 0,05 and in the table of assumption of extrinsic motivation the result of significant value is 0,057 it is higher than 0,05. So, we can conclude that we can reject the null hypothesis (H_0) with enough evidence with showing the significant value of intrinsic significant value less than $\alpha=0,05$.

Based on Pearson correlation the data of Intrinsic motivation is .583 and also based on Pearson correlation the data of Extrinsic motivation is .538. From the explanation above, after correlated with Intensive course score. We can conclude that the Intrinsic motivation have stronger influence toward the Intensive course achievement than Extrinsic motivation.

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 correlation between students' motivation in English learning toward Intensive course achievement in this research are know that there is a significane correlation in their intrinsic motivation toward Intensive course achievement and some its types. But, there is no significance correlation 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 afraid to try following the process.

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 importants aspects in language learning. Furthermore, knowing the students' motivation will help the teacher to always support the students and build the

enjoyable 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 correlation of intrinsic and extrinsic motivation, the teachers should create the good learning process. 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.