

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents about the conclusion of this thesis answering the problem statement and about the suggestion as an input for the English Department regarding about the students' motivation and the curriculum contents for the better implementations in the future.

#### 5.1 Conclusion

This study aims to answer the research questions, (1) What kinds of motivation do students have in learning English at English Department? (2) What is the student's perception toward the curriculum content of English Department? And it is important to have a motivation in learning English, either it is intrinsic, integrative, instrumental or even the combination of those three types motivation. If the students do not have any motivation in learning English, they won't have any willingness to learn or to achieve something because motivation is defined as the key of success in achieving the goal.

Learning English as the way to communicate (integrative), get a job (instrumental) or merely liking and think it is fun to study the language (intrinsic) drive the students to study this foreign language in English Department based on the fact that the students of the English Department are highly intrinsically (100% and 94,1%), integratively (90,15% and 94,15%) and instrumentally (90,86% and 86,8%) motivated in order to learn English. The most dominant motive is learning English give benefits toward their future career (76,5% and 72,5%) or to get job

(57,6% and 54,7%), following by the sake of communication with more and varied people in the world (58,8% and 72,5%).

When it relates to the students' perspective about the curriculum content, they find English as the way to help them to accomplish their motivation, as an example when their motivation to learn English is to communicate with foreigners, they think it is important and useful to learn about the basic four skills and components — speaking, reading, writing, listening, vocabulary, and pronunciation — or when they think it is important to learn about the teaching skills as the way to be a good teacher if their motivation is about to get a good and promising job as teacher. Yet it is also started by their liking first toward learning English as the fun and important subject to learn.

## **5.2 Suggestions**

The writer will present suggestions regarding this study. The first suggestion is for the better implementation of the English Department and the second is for further study.

### **5.2.1 The suggestions for the better implementation of the English Department**

Based on the result of the interview with 14 respondents, the writer would like to give the following suggestions to the English Department of WMCUS.

- ✚ It is important if the English Department can encourage more the students to be actively speaking using English in the campus as a habit,

not only in the classroom during the class. So the knowledge can be practiced more, because the students tend to speak Bahasa Indonesia.

✚ 30% respondents said that it is important to give more practice to show students' ability to teach in the real class before the teaching practice. As an example TEYL (Teaching English for Younger Learners) when the students are required to do observation in an elementary school, it would be helpful if the students can also apply some techniques to teach in the observed school, so it is not merely an observation task.

✚ This suggestion comes up from 23,07% students who talked about reducing the minimum participants (20 students) on elective class which offer some skills beside language and teaching skills. The reason to reduce the minimum participants because it is not easy to gather 20 students with the same interest. The writer thinks it is important to deliver this matter because those elective subjects will help the students to broaden their English ability in other fields.

### **5.2.2 The suggestions for further study**

Based on the result analysis, the writer realized there are some parts which need to be improved for the next researchers.

✚ The next researcher can make further study about students' motivation from their first semester until their last semester to seek if their motivation changes or not and what factors cause that. In other words it will be a longitudinal study.

✚ Regarding to the curriculum content, 61,53% respondents talk about lecturer's teaching style which is too outdated and lack of innovation. The respondents feel the lecturers couldn't boost their mood in learning nor motivate them more in the class which affects their perception toward the curriculum content to be less interest or less useful in their future career. Thus the writer suggests the next researcher to point out this matter about the role of the lecturer regarding to student's motivation to learn English and perception about the curriculum content.

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