

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this study about the factors affecting the English Department students' motivation in learning English grammar which come from the result of the discussions of the previous chapter.

5.1. Conclusion

This study aims to identify which factors that affect the English Department students' motivation in learning English grammar. The respondents of this study were 50 students of English Department of WMCUS taking Structure B class. To find out which factors that affect the students' motivation, the respondents were requested to fill in the questionnaire which consisted of five categories about the factors that can affect the students' motivation. After the data from questionnaire were collected, the writer did semi-structure interview to six representatives of the respondent who were chosen by seeing their mid-term test score of Structure B subject. There were three interview groups of two students, highest score group, average score group, and lowest score group.

After collecting the data through AMBT (Attitude/Motivation Test Battery) questionnaire and interview, the writer finally found out the factor which affects to the English Department students' motivation in learning English grammar. There are five factors that indicated as the most affecting the students' motivation, both intrinsic and extrinsic. The extrinsic factors concern about the teacher such as the way the teacher explains the materials,

the method that the teacher's used, and the students' peer and peer group. Meanwhile, the intrinsic factors concern about the students' inner abilities and personal satisfaction of the students to interact with their environment to achieve their goals.

The result of this study shows that English Department students are motivated by 1) Instrumental motivation (86%), 2) Teacher's feedback (83.9%), 3) Teacher's personality (81.5%) and 4) Teacher performance (79%). The aspect that mostly motivates the students in learning English grammar is the students need to master the English grammar for their future studies. Almost all of the students strongly agreed with the aspect based on the interpretation score and some of them confirmed this in the interview. Although the students think that grammar is too difficult to understand, they believe that the English grammar will be very useful for their future especially when they want to get a good job. The findings also show that the influence from their teacher is also important. The students need positive and clear feedback from the teacher if they make some mistakes. However, the great surprise of the writer, most of the students perceived that being reprimanded for their poor achievement by the teacher is also motivating.

5.2. Suggestions

The suggestions are addressed to the teachers of Structure course and also the future researcher who are about to conduct a research about foreign learners' motivation in learning grammar.

1. The teacher of Structure course

Since teacher has an important and challenging role in the learning process, they are expected to be more aware of the students' need. There are several suggestions addressed to the teacher of Structure course related to the students' responses of the questionnaire distributed. Firstly, the students are motivated by the teacher's influence especially when the teacher gives positive and clear feedback when the students make some mistakes. Griffing (2006, p. 54) states that positive feedback if accompanied by student's autonomy, can support feelings of the students' being competent and thus it stimulates intrinsic motivation. The teacher should give good explanation what needs to be improved to the students, they feel more motivated to learn the English grammar.

When the students obtain bad grades in their grammar course, negative motivation implemented into the teaching and learning process, such as being reprimanded by the teacher for poor achievement is one of the aspects of motivation for many of them. However, if the teacher wants to implement this aspect into the class to increase the students' motivation, the teacher should be more careful. Another negative motivation, bad grades, is a source of motivation for almost all of the students. Moreover, if the teacher clearly defines what the weak points of the students are, they feel motivated to revise and raise their academic achievement.

2. The future researcher

Since this study is focusing mainly to survey which factors that mostly affect the Foreign Language of English Department students' motivation in learning English grammar, there are many other factors that are not included. Since motivation is one of the really important factors that affect language learning in general, it is by that motivating can also affect the other English component such as (pronunciation and vocabulary) and besides language skill. The future researchers are expected to be able to elaborate the other scope not only in grammar, but also in other language component to obtain a wider view of how foreign language motivation affects the language learning process.

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