

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides a conclusion of the study about students' English learning motivation in a private senior high school grade XII and suggestion for the school and the other researcher in the future.

5.1 Conclusion

The purpose of this study is to describe student's motivation type in learning English whether it's an integrative or instrumental, and what kinds of factor that motivate and demotivate the students when they are learning English. The subject of this study was XII graders of one private Senior High School in the east of Surabaya. There were seventy – five respondents who were participating in this study by filling the questionnaire offline. Then, the writer analyzed the data and chose eight representatives to be interviewed based on their intriguing reason, inconsistency answer, and contradictory answer.

After the writer calculating the data of part one motivation, the writer finally found that from 75 respondents who filled in the questionnaire, 56 % of the respondents agree and 24% of respondents strongly agree that they were motivated integratively, with a slight difference 51 % of the respondents agree and 21% of respondents strongly agree that they were motivated instrumentally. Therefore, students in the school were

motivated integratively than instrumentally as they were more interested in the western culture which is shown in the film, song or game they were enjoyed.

This results also showed that the students in the school have a high exposure toward English language. Like the writer mentioned before. Although the respondents were likely to motivate integratively, the instrumental motivation also played an essential role to lead students to learn English because a few students who learned English is learning it to pass the examination, admit into the university or find a better job.

For the second part demotivation, the writer found that from seventy-five respondents which filled in the questionnaires. 38% of the respondents agree and 5% of the respondents strongly agree that they were demotivated due to material factor which is followed with one percent different around 37% of the respondents agree and 24% of the respondents strongly agree that they were demotivated because of school facility factor. Hence, the factor which demotivating students the most in learning English are material and school facility.

The reason is that the material which is given by the teachers too focused on grammar and reading to prepare students to deal with the examination. The lack of communicative activities students made the students have low self-confidence in speaking. Moreover, material factor here is linked to school facility factor because the material which is focused on grammar or reading is usually used a textbook as the source of learning which make students bored in learning English because the students

nowadays were generation Z which used the internet as sources of their information or knowledge.

Besides, the writer also found that from 75 respondents participated in the questionnaire, 28% of the respondents agree and 4% of the respondents strongly agree that the teachers were one of the demotivating factors. In addition, 26% of the respondents agree and 11% of the respondents strongly agree that they were demotivated in learning English because of the friends' factor, and 24% of the respondents agree and 5% of the respondents strongly agree that they were demotivated in learning English because of personal factor.

As shown on the questionnaire, the other factors like teachers, friends and personal factors here didn't play a big role to demotivate students in learning English. However, some of the students still thought that teachers, friends, and personal factor here still demotivated them to learn English. The reason is that some of them felt that they had difficulties in learning some skills like grammar which is complicated to learn, many vocabularies which to be memorized, and the way of pronounce word having a lot differences with their mother language. Consequently, all have a high impact on the other skills they learn.

Several of them also thought that the teacher behavior and the way of teaching could not make them concentrate in learning English due to different teachers which has different teaching styles, and the teacher who like to translate the English language to Indonesian during explaining the material. The others also felt that their learning environment which was not conducive enough influenced them when learning English.

Therefore, to make the students have better learning experience the writer here will give several suggestions.

5.2 Suggestions

The suggestion which the writer discussed here more focused to improve the school and the other researcher who will make the study related to student's motivation and demotivation in learning English.

5.2.1 Suggestion for the school

After the writer conducted this study, the results reveal that the most demotivating factors are material and school facility. The two factors are related to each other because technology played an important role to develop students interest in learning English. Hence, the writer here hopes that the teacher here would develop more engaging material which is not just concentrated on reading and grammar. Moreover, the teachers need to improve communicative activities so that students will be able to speak more confidently. On the other hand, the topics of reading need to be attractive so that the students will grow interest toward the English literature.

Beside the material which needs to be improved, the school facility factor also needs to be upgraded. In the future, the writer hopes that the students would be encouraged to learn English through the computer because children nowadays are more technology oriented. Moreover, they are more likely to search the explanation material in the blog, website, and internet lectures than merely the textbook.

The writer also hoped that the school could upgrade the textbook and use more authentic resources having more visual and auditory material. Besides, the writer also wanted the teacher to use more visible and audible content like film and song which has more illustration about the English culture to improve students listening, reading, speaking, and writing skills. Therefore, the writer also hoped that the teacher and the school would develop the material and upgraded the school facility more in the future so that many students would not complain anymore.

5.2.2 Suggestion for the further study

Based on the results of the study, the writer realized that there are some rooms for improvement such as:

- For the next researcher who wants to take the same theme as the writer study, the writer hoped that the researcher would modify the questionnaire and interview guidelines more by their own instead of adopting it from the other journal as the writer did because the things that was explored in every research are different one to another.
- the next researcher needs to use more respondents from the other schools so that the results of the study would have more variety because every school has a different kind of students and background.
- the next researcher needs to reduce the total of the question given to decrease the contradictory answers because too many repetitive questions in the questionnaire

would make bored. Moreover, they tend to overlook the question, consequently causing contradictory and inconsistency answer.

Bibliography

- Alizadeh, M. (2016). The Impact of Motivation on English Language Learning .
International Journal of Research in English Education, 11-15.
- Amemori, M. (2012). Demotivation to Learn English Among University Students in
Finland. 17-34.
- Bednářová, B. N. (2011). Demotivating Influences for Learning English among
Students on Lower Stages of 8-year Grammar School. 7 - 81.
- Brown. (2000). *Principle Language and Teaching 4th edition*. New York : Pearson
ESL.
- Burcu Ozgur, C. G. (2012). *Second language motivation*. Istanbul: Procedia.
- Chunmei Long, Z. M. (2013). The Study of Student Motivation on English Learning
in Junior Middle School -- A Case Study of No.5 Middle School in Gejiu .
English Language Teaching; Vol. 6, No. 9, 136 - 145.
- Gardner. (1985). The Attitude/Motivation Test Battery: Technical Report.
- Ghasemi, Z. (2011). An Investigation into Sources of Demotivation in Second
Language Learning . *Iranian Journal of Applied Linguistics (IJAL)*, Vol. 14,
No. 2, September 2011, 89-110 , 90 -110.

- Hamada, Y. (2011). Different Demotivators for Japanese Junior High and High School Learners . *Pan- Pacific Association of Applied Linguistics 15(1)*, 15-38, 15-38.
- Hasan, S. (2006). Motivation among Learners of English in the Secondary Schools in the Eastern Coast of the UAE.
- Hsiang-Yung Feng, J.-J. F. (2012). A Study on Students' Learning Motivation of EFL in Taiwanese Vocational College. *International Journal of Learning & Development ISSN 2164-4063 2012, Vol. 2, No. 3* , 260 -269.
- Jin, M. (2014). A Case Study of Non-English Major College Students' Motivation in English Language Learning. *Open Journal of Modern Linguistics*, 252 - 259.
- Kimberly A. Noels, R. C. (2001). Intrinsic, Extrinsic, and Integrative Orientations of French Canadian Learners of English. *The Canadian Modern Language Review/La Revue canadienne des langues vivantes*, 57,3 (March/mars), 424 - 441.
- Krishna, Z. H. (2009). *Investigating Demotivation in Learning English: An Extension to Sakai and Kikuchi*. Malaysia: Advances in Language and Literary Studies Vol. 4 No. 2; July 2013.
- Lamb, M. V. (2007). The Motivation of Junior High School Pupils to Learn English in Provincial Indonesia .

- Miriam. (2015). *Role of Integrative and Instrumental motivation in the L2 learning of local malaysian ESL university students.*
- Muhonen, J. (2004). *Second Language Demotivation: Factors that Discourage Pupils From Learning The English Language.*
- Mun, W. Y. (2011). *A Study of Integrative and Instrumental Motivation as Factors Influencing Utar Third - Year Chinese Graduates in Learning ESL.* 10 -18.
- Ng, C. F. (2015). *A Review of Intrinsic and Extrinsic Motivations of ESL Learners. International Journal of Languages, Literature and Linguistics, Vol. 1, No. , 98 - 105.*
- Nina Daskalovskaa, L. K. (2011). *Learner motivation and interest .* Procedia.
- Özlem Çelik, O. K. (2016). *Barriers Experienced by Middle School Students in the Process of Learning English, International Journal of Psychology and Educational Studies, 2016, 3 (1), 31-46.* Turkey.
- Priroria, S. K. (2017). *Students' Motivation to Learn English and Their Perception toward Curriculum Content of English Department of Widya Mandala Catholic Surabaya.*
- Sepideh Moghaddas Jafari, P. S. (2012). *Motivation, Its Types, and Its Impacts in Language Learning. International Journal of Business and Social Science Vol. 3 No. 24 [Special Issue – December 2012] , 230 - 235.*

- Septimus Hanyeq B. S. (2018). *Students' instrumental and integrative motivation in learning English*. Samarinda: Proceeding of the 65th TEFLIN International Conference, Universitas Negeri Makassar, Indonesia 12-14 July 2018, Vol. 65. No. 1.
- Wang, B. (2009). *Motivation and Language Learning- Asian Social Science Vol 5 no 1*.
- Wimolmas, R. (2012). A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT), Thammasat University . 905 -914.
- Yanti Ismiyati, S. A. (2018). The Demotivating Factors of English Language Learning Among Madrasah Tsanawiah Students: The Case of One Madrasah in Jambi City. *Jurnal Pendidikan dan Pengajaran ISSN /2355-3669/ E-ISSN /2503-2518/ Volume 5/ Number 1/June 2018/*, 6-21.