

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

Chapter Four has presented the findings and discussion of types and factors of motivation of the participants in learning English to answer the two research questions. The first is “What types of motivation do the participants of this study have in learning EFL?” which was answered by observing the students’ behavior during the lesson. The results show that the dominant type of motivation the students had in learning EFL was integrative motivation.

The second research question is “What factors of motivation have affected the participants in learning EFL?”, which was answered by distributing questionnaire to the students. The answer to the questionnaire indicated that most of the students were motivated by internal factors, more specifically by *arousal of curiosity, realistic awareness of personal strengths and weaknesses in skill required, to the target language community, anxiety, fear, and confidence.*

In this chapter, the researcher presents the conclusion of the study and some recommendations for English teachers and for the future researchers of similar topics.

5.1 Conclusion

It was found that most of the students showed the integrative type of motivation. From the data of this research, it can be confirmed that the students had the following characteristics. First, they did not easily give up when they were facing difficulties in their learning such as doing exercises from the materials, reading dialogues, using new vocabularies, and learning about the use of adjective. Moreover, they willingly put more effort in their learning process. Students with integrative type of motivation also loved to read the reading material the teacher gave them and discuss it with their peers. Finally, these students did not easily lose focus during the class.

The research findings also demonstrate that the students had a dominant internal motivation factor. Thus, this second finding has the implication that they were willing to continue learning the foreign language to reach the highest level of foreign language learning, which is the level of proficiency. This level would be reached when they were able to communicate both orally and in the written form as fluently and appropriately as native speakers do.

Both the integrative motivation type and the internal motivation factor that were dominantly existing in the students of this study indicate that they could be

expected to be masters of English in the future, who would inspire other Indonesian student learners of English to study harder.

5.2 Recommendation

The researcher would like to recommend Indonesian teachers of English, specifically at junior high schools, to pay more attention to their students' motivation in learning English. This is important, as students with appropriate motivation would get better achievement in their studies. The teacher could choose the right ways to inspire the students' motivation according to their needs, whether by encouraging them to follow English contests or boosting their confidence in communicating with native speakers.

A recommendation is also offered to further researchers of similar topics. The researcher thinks that inferential statistics should be used in further studies to obtain more satisfactory results.

