

CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter is divided into two parts: the conclusion and the suggestion. The conclusion is directed to answer the research question. Moreover, the conclusion is concerned with the recommendation the researcher provides for the teaching, learning and further researching of English language skills in relation with the learning motivation.

5.1. Conclusion

This research identifies several conclusions based on the findings and the discussion in the previous chapter.

As stated in the background of the study, English is very essential to be mastered today. It is a fact that English is used in many countries around the world for many important things. Moreover, based on the Indonesian government, English is one of the subjects that the students should acquire.

Motivation takes an important role in this process of learning language. Motivation is a desire to achieve a goal combined with energy to work toward that goal. The students will learn the subject matter better if they have a motivation to learn. Based on those facts, the writer conducted this research to see the correlation between motivation and English language skills achievement in the English Department.

After correlating variable X and Y, motivation and English language skills achievement, the result of this research showed that there was a low negative correlation between the two variables. Actually the theories of this study say that motivation has a positive effect in learning

English. However, in this research found out that the correlation between the motivation and English language skills was low negative. The correlation result was affected due to one of the curves of the two variables was not normally distributed. Then, the writer's null hypothesis (H₀) was rejected because there was a negative correlation between motivation and English language skills achievement.

Then, the low negative correlation shows that when variable X increases, variable Y decreases in general and vice versa. In other words, when the motivation is high, the English achievement is low and vice versa. The low negative correlation between motivation and English language skills achievement was supported by the results of in-depth interview. It showed that the high motivation cannot guarantee the students getting good achievement in learning English. Even the students who have a low motivation, they are still able to get a good English achievement. Therefore, it could be concluded that motivation is not the only factor which affects the students' English language skills achievement. There are the other factors which also affect the students' achievement in learning English.

5.2 Suggestion

This section presents suggestions in concerning the results of the research under report. The suggestions are intended for the students of the English Department, the lecturers and the next researchers who are going to do the same studies as well. The suggestions are as follows:

5.2.1 Suggestions for the students:

As it is known in the findings that there are some students who still have low English language skills achievement, so it is suggested for the

students to be able to improve their scores by doing a lot of exercises especially in listening, speaking and reading so that they could acquire good scores for their English language skills.

5.2.2 Suggestions for the lecturers:

It is also suggested for the lecturers, especially the lecturers of English language skills, to provide more interesting activities in teaching to be able to help the students improve their grades. It would be helpful also for English language skills lecturers to give more exercises for the students.

5.2.3 Recommendations for the further researches:

The result of the correlation showed that the correlation was low negative. Therefore, the writer would like to suggest for further researchers to see first whether the variables are distributed normally to be used in the research in which 68% of the respondents' scores in each variable are closed to the mean/average score of each variable.

Then, it is also suggested for further researchers to see the total of the respondents if they would like to conduct the study of correlation. The result of the correlation would be more significant if the respondents higher than thirty.

Then, it is known in this research that the students' achievement is also affected by the other factors, therefore it is suggested for further researchers to study the various factors which affect students' achievement so that it could be useful for the students and lecturers in improving the students' achievement, for example to study the correlation between the way of teaching and English language skills achievement.

Additionally, it is also suggested for further researchers who want to conduct the correlation between the various factors which affect students'

achievement, it will be better to make their own test for collecting the students' achievement.

Moreover, by seeing the results of this research, it is also suggested that the variables can be expanded, for example to find out the correlation between motivation and one of the language proficiencies such as listening, reading, writing, or speaking.