

## **Chapter Five**

### **Conclusion and Recommendation.**

The last chapter of this research report is conclusion and recommendation. The chapter consist two sections of conclusion and recommendation. The conclusion shows the summary of this research and the recommendation for students, teacher and researcher.

#### **Conclusion**

This research presents three point that answer researcher question. In this research, researcher investigated 95 students at EED UMY batch 2014. Those participants filled questionnaire as instrument data of this research on first how is the level of students' motivation at EED UMY. The second is how students' English language proficiency level at EED UMY is. The third, is there any correlation between students' motivation and English language proficiency at EED UMY. This research, the researcher aim to investigate on students' motivation level and student' English TOEFL level. These components are based on purpose of students in learning English language. The researcher discusses about motivation and English proficiency of EED UMY students batch 2014.

Motivation is very important in second language learning. Motivation drive students to doing something. Motivation led students seriously learn to succeed in learning achieve their goal. There were factors which influencing motivation namely anxiety, curiosity and attitude.

Method in this research to find out students' motivation and their English proficiency level. This research was quantitative descriptive design. Sample of this research with amount 95 students at EED UMY students batch 2014. As

instrument of this research was (Google form) and TOEFL like score. The questionnaire was adapt from Taguchi (Dornyei & Ushioda, 2011). The questionnaire was translated into Indonesia language to make sure respondents understand it.

The result presented EED UMY students batch 2014 had high motivation and intermediate proficiency level. Primary motivation type of EED UMY student's batch 2014 is intrinsic motivation. It meant EED UMY students willing to learn language by themselves. There were not any factors force them to learn language. Related to relationship between students' motivation and their English proficiency was not correlation between each other.

In addition, based on the result of correlation show that the sig2 tailed was .478. While, requirement to the correlation to exist is less than 0.05. It meant that there is no correlation between students' motivation and English language proficiency. The hypothesis alternative ( $H_a$ ) was rejected.

### **Recommendation**

**For students.** Based on the research finding. It is recommend for students aware themselves about their motivation. Motivation may lead students to succeed in learning English language. The students might incentive in learning English language, seriously learning and can improve learning to get their target as well.

**For teachers.** It is recommend for teachers know the affect factors and the influence of students' motivation in learning process. It can help teacher to provide suitable method in order to understand students' character

**Other researchers.** This research are recommended to researcher who investigate about students' motivation in learning language. This research encouraged students' motivation and English proficiency. This research limitation in measuring students 'English proficiency, intrinsic motivation and extrinsic motivation. So, next researcher are recommended in investigate research entitled students' motivation and their English proficiency by focus on integrative and instrument motivation.