

Chapter Five

Conclusion and Suggestions

This chapter presents the summary of this research and some suggestions. The first part is about the conclusion of this research and the second part is the suggestions which are addressed for all the stakeholders.

Conclusion

This research aims to find out the teachers' creativity, the students' language learning motivation, and the correlation between teachers' creativity and students' language learning motivation. The research was conducted at a private university in Yogyakarta. The respondents involved in this study were 118 students in batch 2015. The instrument used to gather the data was a questionnaire. The researcher used random sampling to choose the respondents. After collecting the data, the researcher analyzed it using descriptive statistics on SPSS 2.2 program.

The result showed that the mean score of teachers' creativity is 3.28 which is in high category. Based on the result, the teachers are creative in teaching and learning process. Therefore, the teachers have many characteristics of being creative. In addition, the mean score of students' language learning motivation is 3.13 meaning that the students have high motivation in learning. Some of students have high motivation in learning to build their career for their future. Therefore, the students have high instrumental motivation. Moreover, the correlation between teachers' creativity and students' language learning motivation is determined by the value of coefficient correlation in Pearson Product Moment (r).

The result of the score correlation is 0.136 which means that the value shows that there is no correlation between teachers' creativity and students' language learning motivation because the significance level is more than 0.05. It means the null hypothesis is accepted, but the alternative hypothesis is rejected.

Generally, the data shows that teachers' creativity is high and the students are also highly motivated, but the findings of this research suggest that there is no correlation between those two variables. It can be concluded that the students have an instrumental motivation in which the students are more interested in travelling abroad than the teachers' creativity in teaching. Consequently, teachers' creativity does not influence the students in learning English because the goal of students is learning English is for their career in the future.

Suggestions

The researcher provides some suggestions which are addressed for all the stakeholders. The explanations are presented below:

Students. The students already have motivation in which they have instrumental motivation. This motivation is beneficial for them, but the researcher suggests that they also should be aware that the teachers can create comprehensive learning process through assisting students to be creative.

Teachers. The findings of this study showed that the teachers already apply creativity in order to make students interested in learning process. This is beneficial for the students' future, but they still can improve their creativity in order to make comprehensive English learning.

Institution. This research gives the information on how to be creative teachers and what kind of creativity can be applied in teaching and learning process. The findings of this study showed that creative teachers and students' motivation have high score in teaching and learning process. Thus, the institution can give training on teaching methods in order to get a new method in teaching.

Other researcher. This research only reveals the correlation between teachers' creativity and students' motivation. This research does not discover the further discussion about the same topic. Therefore, the researcher suggests to other researchers to conduct the study by using mix research, research design and instruments in order to get richer data.