

## **Chapter Five**

### **Conclusion and Recommendation**

The last chapter of this research report is conclusion and recommendation. This chapter is divided into two sections consisting of conclusion and recommendations. The conclusion presents the summary of this research. Then, the second section presents several recommendations for the institution, for students, for teacher and for other researchers.

#### **Conclusion**

Generally, this study revealed three points that answered the first, second and the third research questions. They are the students' motivation in learning English, the students' learning achievement, and the relationship between motivation in learning English towards students' learning achievement at the English Education Department of Universitas Muhammadiyah Yogyakarta. The research focused on two components of motivation i.e. instrumental motivation and integrative motivation. These components are based on the purpose of students in learning English, for utilitarian reasons or curiosity of students to learn English for social and culture. The research discusses about the motivation in learning English and students learning achievement of students' batch 2012 at the English Education Department of Universitas Muhammadiyah Yogyakarta. The Pearson product moment coefficient correlation were use to analysis the relationship between two variables here (Motivation in learning English and Students' learning achievement).

The first thing that is exposed is the motivation in learning English of students at batch 2012 was very high motivation. Regarding to the components of motivation on the questionnaire, students at batch 2012 were more motivated by instrumental motivation than by integrative motivation. All of the students mentioned that English is very important for their future.

Second thing, the descriptive analysis result shows that most of the students' achievement is in the highest level. The researcher found the minimum score of students' achievement is 2.40 and the maximum score is 3.94. The students have a score in a distinction level because the mean score of students learning achievement is 3.4. The criteria score is based on level score at Universitas Muhammadiyah Yogyakarta. It shows that the students' learning achievement of students at batch 2012 at English Education Department in an distinction level.

The final achievement of students at batch 2012 is highest achievement because the mean scores of student's GPA who has distinction level in learning English. The result shows that there is significant relationship between motivation towards students' learning achievement. It means that the hypothesis H<sub>1</sub> is partly true. The integrative and instrumental motivation has positive significant relationship between students' learning achievement. The score of positive significant relationship is 0.140, the data did not put negative sign to the result, it can be called the independent and dependent variables have positive relationship.

## **Recommendation**

The relationship between motivation in learning English and students' learning achievement there is significant relationship. Two components of motivation here have positive significant relationship towards students' learning achievement. In addition, this research can give some suggestion to students, teachers, the institution and other researchers. The suggestions are as follow:

**For students.** The students should become self-motivated independent learners. Motivation will lead the students to be successful in learning English. Besides that, the students can be more motivated in learning English and also can improve their students' learning achievement.

**For teachers.** English teacher should apply effective teaching and learning strategies to develop students' motivation. This research encourages the lecturers to provide the appropriate method in order to understand the characteristic of students, it can make the teaching and learning process is successful.

**For the institution.** The English Education Department should enhance the students' motivation for the better and effective perception in language learning. Furthermore, the institution should enhance and keep what the institution achieves.

**For other researchers.** The researcher realized that this research is far from being perfect. Therefore, the researcher suggests to other researchers who will conduct the similar research “The relationship between motivation in learning English towards students’ learning achievement” to increase the students’ motivation in learning English. Besides that, the researcher suggests for the other researcher to analyze other motivation outside the instrumental and integrative motivation such as resultative and intrinsic motivation.