

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based on research findings in the previous chapter and recommendation for further research.

5.1. Conclusion

The purpose of this research is to describe whether or not intrinsic motivation and how high intrinsic motivation students at Extensive Reading Class in English Language Education Department Islamic University of Indonesia. There were 140 students in Extensive Reading Class who participated to fill in the questionnaires.

The conclusion in this study is based on research finding and discussion can identify that intrinsic motivation student in Extensive Reading class is when it is compared with a scale 1 to 7, the total average score of all questionnaire can be said if intrinsic motivation students in Extensive Reading class is moderate with the total score was 4.00. It also means students in that class had sufficient level of intrinsic motivation to that class. A lot of positive response came out of students from the result of the questionnaire in this research, including that they enjoy the class and also students respond it was not a boring class and they do not feel nervous it means respondents feel comfortable in the class. Students also feel better in reading when they enter that class. In addition, they also feel that extensive reading classes are important and helpful for them, it is can be seen from the highest score 5.78 in question number 3 of the value/usefulness scale

which states that the importance of the class is because the class can improve their reading skills, so they do activities in that class with a pretty good effort and they were not stressed at all when doing it. On the other hand, there are also pullbacks as negative responses from the students, especially that they are in their first semesters at university. Some other negative responses include that they feel that doing this class activity because they have to do it, they have no other choice because this is a class they must take in this first semester, and they have no choice but to live it even though eventually the researcher believes they really enjoy this class. Another negative response is that they doubt they can trust all friends in the class, they are still hesitant to get along with them well, and choosing not to interact further with other respondents in this class in the future.

There are a variety of benefits from having intrinsic motivation in participants own self including improving skills especially reading skills, effective studying, confidence, high desire, new knowledge and interaction. As evidenced by the fairly high intrinsic motivation, meaning that there is a high level of intrinsic motivation in the extensive reading class. Even though the intrinsic motivation of students in the class is quite high, but external resistance is also very necessary in this case. External encouragement can be called extensive motivation. This is to help their willingness to do the class well. When students in the classroom have intrinsic motivation, learning becomes easier for them, as does the process of managing learning that must be done by the teacher. Indeed, making students have intrinsic motivation is not easy and takes time. Patient patience and hard work are needed. In addition to intrinsic motivation, the teacher

must also prepare extrinsic motivation for students so that they can help them learn, which in turn is expected to have intrinsic motivation as well. Extrinsic motivation is very easy to give to students. For example, teachers can promise something, such as value, gifts, or anything so that they are moved to learn or do an activity. It is very challenging for teachers to be able to prepare appropriate things or incentives so that students become motivated to learn or participate in an activity. Teachers need to be more creative in exploring ways to motivate students to learn.

In addition, the expectation of parents also towards their children in order to obtain good grades in school is also extrinsic motivation. In essence, extrinsic motivation is a drive from outside the student that makes students wants to act or do something or learn.

5.2. Suggestions

Based on the result from this research, the researcher would like to give suggestions:

A. For the students

Students should be able to find ways that could motivate themselves even if the materials are difficult to comprehend. This should become a motivation in its own way. Students should practice their skills more, outside of class, so that they do not prepare moments before the class.

B. For the lecturer

The lecturer has an important role to build motivation from students. Lecturer need to be more creative in exploring ways to motivate students to learn.

The lecturer also should be aware of their students' ability and to re-think about giving a difficult subject in the students' first semesters as they have a lower understanding and their language skills are still very limited.

C. For further researches

The researcher understands that this research is imperfect. Although this may be so, the researcher very much hopes that there can be improved and more in-depth researches concerning about intrinsic motivation so that education is a success, because intrinsic motivation is an important thing when someone wants to do something.