

## **Chapter V**

### **Conclusion and Suggestion**

The goal of this chapter is stating the conclusion and suggestion from the finding and discussion before. So, this chapter was provided a more detailed explanation of the data that has been found.

#### **Conclusion**

Motivation is one of the important factors in the learning process. With the motivation in students to learn, it can be expected that the learning process will achieve its goals. Besides that, there are many types of motivation to learn the language by some experts, and one of them is according to Gardner and Lambert is integrative and instrumental motivation as described in chapter II.

Meanwhile, the main objective of this study was to identify the dominant type of integrative motivation and instrumental motivation that was found in some students of English Department in learning English, especially on students academic year 2015. Furthermore, motivation by Gardner and Lambert (1959) was divided into two types such as integrative motivation and instrumental motivation. Researchers chose to analyze this type of motivation because many previous experts have asserted that integrative and instrumental motivation is very influential in language learning as described in chapter II. Additionally, based on the results found by researchers that some students of English Department academic year 2015 have integrative motivation characteristics that is;

- Positive attitude towards foreign culture (students learn English because they have an interest to be able to understand foreign culture like western culture);
- Desire to broaden one's view (students learn English because of the expectation can expand their knowledge especially in understanding foreign culture);
- Positive attitude towards foreign people (students learn English because of the desire to make a relationship or even live with foreign people)

Meanwhile, most of the participants on this research that is student academic year 2015 have instrumental motivational characteristics, such as;

- Desire to get a good job (almost all participants learn English because they want to get a good job);
- Desire to get high salary (because of the students' desire to get a good job, so students also expect to get a big salary);
- Desire to obtain a degree (students learn English because they want to get an English bachelor degree, which is expected to be useful for their future after graduation);
- Good expectancy (students who learn English have a lot of good wishes to master English, especially for their better future.

So overall, it can be concluded that, from the results of data that have been found shows most of the students of English department of 2015 academic year has a good integrative and instrumental motivation. However, between the two types of motivation students are more dominant have the instrumental motivation to learn English. It can be seen from calculation results of the response strongly agree and agree from each type of motivation using a descriptive statistical formula by Sugiyono (see

page 28). Therefore, this research got the final result that is integrative 87% from whole data and instrumental 92% from whole data. Ultimately, these results became a benchmark of this research made the final conclusion.

In line with this conclusion, Dörnyei (1990) argues that instrumental motivation can be more important than integrative motivation for foreign language learners because foreign language learners do not have enough knowledge and experience to take part in the culture of people who speak the target language in their early stages of language learning. Integrative motivation may not play an important role in the early stages of foreign language learners. The importance of different types of motivation may differ between second language learners and foreign language learners. On the other words, students of academic year 2015 are more significant have instrumental motivation because it is also influenced by the potential environment where the role of English in developing countries like Indonesia requires more English in economics and business than just an interest in foreign culture. Besides that, this proves that it is not always a significant integrative motivation in language learning as Gardner and Lambert have pointed out.

### **Suggestion**

From the results of this research, researchers have some suggestions to develop students' motivation in learning English, as well as the benefits they expect.

#### **For the institution (English Department)**

Researchers hope this research can be a benchmark of the development of existing learning programs in English Department, especially in sixth semester students who will follow the subjects of *English for Business and Tourism Practice* (internship)

thereby, the institution can be improving students' skill in English, and the quality of the students before being sent to apprenticeship place. Thereby, then they will appear professional, which then can open their chances to get a good job.

#### **For the lecturers**

The research findings show that most of the students of class 2015 have excellent instrumental motivation to learn English. So, it can be predicted that students will follow the learning well.

#### **For the students**

Researchers expect students to keep motivation in learning and can master English well to be useful for their future. Especially for the 6th semester students who will be apprentices, many agencies that need the English ability. Therefore, they have great expectations on English students who are apprentices in their agencies. Therefore, if students can be professional, then it will be a good opportunity to get a job.

#### **For the future researcher**

Researcher hope there are will be future researchers who are interested in analyzing and developing such research related to the motivation of students in learning English as a foreign language. In addition, the next researcher may be able to relate the results of research to the quality of the program or students of English Department in producing professional students and ready to work.

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