

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher tells about conclusion and suggest of what have been discussed in the previous chapter.

#### 5.1. Conclusion

The finding of analysis in the previous chapter enabled the researcher to draw some conclusion as follows:

In terms of students motivation of second grade students at UPTD SMP Negeri 2 Kupang in learning English, based on the findings obtained from the questionnaire distributed to 22 participants, it was found that **76,18%** of the respondents demonstrated a **high level of motivation** in English learning. This result indicates that the majority of the students possess a strong desire and positive attitude toward acquiring English language skills. Motivated students are generally more willing to participate in learning activities, put in greater effort, and show interest in improving their language skills.

Based on the comprehensive analysis of responses collected from 22 students across 5 carefully designed questions related to motivation, a total of 110 responses were obtained, reflecting each students' input in all items. The data revealed that the average score per response for intrinsic motivation stands at approximately 3.81 on a Likert scale ranging from 1 to 5. When this average is converted into a percentage, it corresponds to 70.25%, which is indicative of a medium level of intrinsic motivation among the students. Furthermore, in the term of extrinsic motivation, the

findings indicate an average level of 68%, which also falls within the medium motivation category. This reflects a moderate influence of external factors such as rewards, recognition, and social expectations, on the students' motivation levels.

However, the study also found that **73,63%** of the students experience significant challenges in learning English. These challenges include factors such as lack of motivation, fear of making mistakes, the complexity of phonology and lack of pronunciation instruction. These issues can hinder students' confidence and affect their overall language performance, particularly in speaking and listening activities.

The findings highlight a dual reality: while students are highly motivated, they still struggle with various barriers that can impede their learning progress. This implies that motivation alone is not enough; students also need affective support systems, engaging instructional methods, and classroom environment that encourages risk-taking and reduces anxiety.

In conclusion, second grade students at UPTD SMP Negeri 2 Kupang show strong motivation to learn English but also face substantial learning challenges. Addressing these challenges through appropriate teaching strategies, emotional support, and practical learning tools is essential to ensure that their motivation is sustained and translated into meaningful language development.

## 5.2. Suggestions.

Based on the findings of this study regarding the motivation and challenges of second grade students at UPTD SMP Negeri 2 Kupang on learning English, several suggestions can be offered for teachers, students, school administrators, parents, and also future researchers:

### 1. For English Teachers

Teachers should continue to foster and maintain students' high motivation by using interactive and students-centered teaching methods. Activities such as group work, role plays, games and the use of multimedia can make learning more enjoyable and affective. Teachers should also create a supportive classroom environment that encourages students to make mistakes without fear, thus helping to reduce anxiety and increase participation.

Additionally, giving positive feedback and acknowledging small achievements can help boost students' confidence and reduce language anxiety. Focused practice on phonology and pronunciation should be integrated regularly to help students overcome difficulties in this area. Teacher should also provide more opportunities for real-life language use, such as conversation practice, storytelling, and peer interactions.

### 2. For Students

Students are encouraged to actively engage in English learning by practicing consistently both inside and outside the classroom. They should take advantage of every opportunity to speak, read, write, and listen to English various contexts, such as participating in class discussions, reading

English books, watching English-language videos, and engaging in conversations with peers or online language partners. They should be reminded that mistakes are a natural part of the learning process and should be embraced as opportunities for growth and improvement rather than feared or avoided. Developing a positive mindset toward challenges can increase confidence and persistence in learning.

Using English language media such as songs, movies, podcasts, and language learning applications can significantly enrich their exposure to real-life vocabulary, idioms, and pronunciation. These tools not only make learning more enjoyable but also reinforce listening and speaking skills in a fun and relaxed environment. Engaging with subtitles or lyric sheets can further support comprehension and vocabulary acquisition.

Additionally, students should be encouraged to set realistic goals, track their progress, and seek feedback from teachers or peers to stay motivated. Joining English clubs, attending workshops, or participating in competitions can also help build confidence and encourage students to use English more frequently. Ultimately, cultivating strong study habits, curiosity, and a willingness to take risks will greatly contribute to their success in mastering the language.

### 3. For School Administrators

The school administration should actively support English learning by providing adequate and sustainable resources such as well-equipped language laboratories, up-to-date audio-visual tools, and access to digital learning platforms. These facilities can enhance students' listening,

speaking, and comprehension skills through immersive and interactive experiences.

In addition, administrators should encourage and fund extracurricular English activities such as English clubs, debates, speech competitions, drama performances, and language immersion camps to increase students' exposure to practical English usage beyond the classroom. Furthermore, it is essential to implement regular professional development programs for English teachers that focus on motivational teaching strategies, student-centered learning methods, and phonological and communicative teaching techniques. This can help educators remain innovative and responsive to students' needs, ultimately improving the overall quality of English instruction in schools.

#### 4. For Parents

Parents can support their children's English learning by encouraging practice at home and fostering a positive attitude towards language learning. They can provide access to English language materials and motivate their children to participate in English-related activities both at school and in the community. Even if parents can not speak English themselves, they can create a positive home environment by showing interest in their child's progress, celebrating their efforts, and providing time and space for language practice.

#### 5. For Future Researchers

Further research is recommended to explore other factors influencing motivation and challenges in English learning, such as cultural,

social, or technological aspects. Larger sample sizes and mixed-method approaches combining quantitative and qualitative data would provide more comprehensive insights.

Researchers might also investigate the impact of the specific teaching strategies or school policies on students motivation and performance in English learning.