

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1.1.CONCLUSION

Both Language Class students in Kesatrian 1 Senior High School and Language Class students in Kebon Dalem Senior High School are motivated to learn Mandarin, Japanese and English because they want to master them as a means of attaining instrumental and practical goals, for example: getting jobs, reading foreign newspaper or texts, understanding the song's lyric, and so on. In addition, they also have the motivation to understand or communicate with people with the target language. They are also interested in learning a foreign language and integrating with its culture. It can be proved by the mean score of their motivation in learning their foreign language like Mandarin, Japanese and English, that reach range from 3.30 until 4.57.

In overall discussion, the researcher finds that in learning Mandarin, Kesatrian 1 students have integrative motivation, but Kebon Dalem students have instrumental motivation. In addition, in learning Japanese, Kesatrian 1 students and Kebon Dalem students have the same motivation, that is integrative motivation. However, in learning English, Kesatrian 1 students have integrative motivation, but Kebon Dalem students have instrumental motivation.

After finding about the kinds of motivation that Kesatrian 1 students and Kebon Dalem students have in learning their foreign languages, the researcher also finds about the most favorable foreign language in Kesatrian 1 and Kebon

Dalem. In Kesatrian 1, the most favorable foreign language based on their students' perception is Japanese and in Kebon Dalem, English is becoming the most favorable foreign language based on their students' perception.

5.2. SUGGESTION

After carrying out the research, the researcher found that in Kesatrian 1 and Kebon Dalem, there are distinctive students' motivation in learning foreign language that are, students' instrumental motivation and students' integrative motivation. The researcher hopes that her finding can a little bit help the foreign language teachers in teaching.

For example, for Kesatrian 1 students who have integrative motivation in learning Mandarin, their Mandarin teachers should give a material that can fulfil their students' integrative motivation like teaching them more about culture in China such as its arts, its history, etc.

However, for Kebon Dalem students who have instrumental motivation in learning Mandarin, their Mandarin teachers can not do same thing like the Mandarin teachers do in Kesatrian 1. It can be happened because Kebon Dalem students have distinctive motivation. The Mandarin teachers in Kebon Dalem should give activities that can fulfil their students' instrumental motivation like watching Mandarin newscast on television or understanding the Mandarin song lyrics.

Thus, the teachers do not only give the main material to their students, but also the material that can support their own motivation. Finally, for further

research, other researchers can explore more students' motivation on the other subjects or matters.

