

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

After analyzing the data and discussing the findings in the previous chapter, the researcher would like to draw conclusions as follow:

First, the overall findings at AEonWA underscore the importance of intrinsic motivation in students' learning experiences. Most students demonstrate a moderate level of intrinsic motivation, indicating a balanced interest and engagement in their academic activities. The educational environment at AEonWA plays a vital role in nurturing students' internal drive and enthusiasm for learning. Highly motivated students benefit from technology like WhatsApp as a Mobile-Assisted Language Learning (MALL) tool, appreciating its convenience and flexibility, leading to increased commitment to language proficiency. Students with moderate motivation find value in the sense of community facilitated by joining language learning groups on WhatsApp, reinforcing their intrinsic motivation through occasional progress sharing and a sense of belonging. However, some students with low motivation face challenges in effectively utilizing WhatsApp, highlighting the need to address individual factors that may hinder their intrinsic motivation and consistent engagement. It is essential to recognize that technology may not be the primary motivator for those facing internal obstacles, and personalized support is crucial in enhancing intrinsic motivation for all students.

Second, the study findings reveal that there is no significant correlation between motivation and student learning outcomes, as indicated by the very low correlation coefficient of 0.156, close to 0.00. The non-significant p-value of 0.457 further supports this conclusion, indicating that the observed relationship between motivation and student grades is likely due to chance or random variation. As a result, the null hypothesis ( $H_0$ ) stating no significant correlation is accepted.

#### 5.2 Suggestion

The study's conclusion suggests that while motivation may not be a strong predictor of academic performance, other factors play a more dominant role in students' scores. Further research is needed to explore the complex interplay of these various factors that contribute to academic

achievement. Overall, the findings emphasize the importance of a balanced approach that combines effective pedagogy, personalized support, and thoughtful integration of technology to enhance students' motivation and engagement at AEonWA. By understanding and addressing the diverse motivational experiences of students, educators can optimize the learning environment and foster intrinsic motivation for more meaningful and successful learning experiences. Nurturing intrinsic motivation is crucial for educators and institutions like AEonWA to create an environment that encourages students to thrive in their educational pursuits.

