

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the description of the data which described in the previous chapter, it can be concluded that there is a low/weak significant correlation between students' motivation in learning writing (X variable) and their writing ability (Y variable). After analyzing both variables by Pearson's Product Moment formula, it is found that $r_{xy} = 0.228$. Based on the result of $r_{xy} = 0.228$, it indicates the gravity of correlation in this study is in the low/weak level. It is considered that there is low/weak correlation between students' motivation in learning writing and students' writing ability. Besides, by looking at calculation above, there is negative correlation between X variable and Y variable. It means that students with low motivation will get a lower writing ability than the bigger one. In other words, in order to get a better writing ability, the students must have more motivation in the writing classroom learning activity.

Furthermore, by checking the r table in $Df = 35$ and comparing it with r_{xy} , it is found that at degree of significance 5% $r_o : r_t = 0.228 < 0.334$ and at degree of significance 1% $r_o : r_t = 0.228 < 0.430$. It means that in the significance 5% and 1%, $r_o (r_{xy})$ is lower than r_{table} . In other words, in the degree of significance 5% and 1%, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) which states that there is no correlation between students' motivation in learning writing and their writing ability is accepted.

In conclusion, there is low/weak correlation between students' motivation in learning writing and their writing ability at Tenth Grade of SMKN 03 Jepara.

5.2. Suggestion

After doing the research and looking at the conclusion above, it is found that there is low/weak significant correlation between students' motivation in learning writing and their writing ability. The statistic correlation of this research shows that $r_{xy} = 0.228$. It is considered that there is low correlation between students' motivation in learning writing (X variable) and their writing ability (Y variable) in a weak level. It means that students with lower motivation will get lower writing ability than the bigger one. From the findings above, it is proved that motivation is an essential part for the students in order to get a better score in writing and learning process.

Motivation can make teaching and learning easier and more interesting. It is very good if both of teacher and students can motivate each other in teaching and learning process. English teacher has important role to support their students in learning English, especially writing skill. The teacher should create an interesting and comfortable situation in the classroom in order to make students can write down their ideas or thought in writing with easily. Besides, students also should have motivation from inside themselves to learn writing more actively. With a high motivation, it can encourage students to learn and more diligent to achieve their goals. Low motivated students will be faced with hard to find some ideas or thought and decision to write down a task from the teacher or a task from outside the school area. On the other hand, the motivated students will overcome obstacles which come to them with a strong willpower and a powerful desire from

inside themselves. They like to face challenging things in learning. Moreover, motivated students often get a better result from the lower motivated students because motivation will improve their performance in order to achieve their goals.

The researcher would also give a suggestion in the following points:

- A. For English teachers, they are expected to improve their students' motivation in learning English, especially in writing skill because motivated students will concentrate and enjoy the teaching and learning process. Besides, teachers should tell the important of English knowledge to their students.
- B. For the students, the main focus on this study is to analyze the correlation between student's motivation in learning writing and their writing ability. The researcher hopes that not only the teacher that must bear the burden in order to shape a student into a better student in the future. But the students must also realize that is his/her responsibility to become a good student. So, the students is also become main subject and the supporting role in classroom learning activity. They are also expected to be more active and more eager to learn English Writing in the classroom.
- C. Moreover, for the headmaster of this school, he is expected to encourage the English teachers to improve their motivation in teaching and students' motivation in learning English. Besides, the headmaster should enrich the facilities of teaching and learning process that can encourage students' motivation in learning English.
- D. Finally, for further researchers who are interested in conducting similar study.

This study can be used as a reference for future researcher to support their study. However, the further researchers are expected to take the larger sample in their study because the sample of this study is only 36 respondents. They are also to conduct their study in a longer time in order to get more valid and more reliable data in their study because this study was conducted only within 2 weeks. Besides, they are expected to add more instruments in collecting the data for their study because this study only used questionnaires in assessing students' motivation in learning writing, and writing test in assessing students' writing ability.



