

CHAPTER V

CONCLUSION

A. Conclusion

Here are conclusions of this research:

1. There is significant relationship between motivation and achievement, but there is no significant relationship between students' perception toward mathematics, mathematics anxiety, and achievement. More details are explained as below:
 - a. There is a positive and significant relationship between motivation and achievement. Motivation is affecting on mathematics achievement of Bilingual International schools students and RSBI students in Bandung.
 - b. There is a positive and significant relationship between students' perception toward mathematics and motivation. Perception is affecting on motivation of learning mathematics of Bilingual International schools students and RSBI students in Bandung.
 - c. There is a negative and significant relationship between mathematics anxiety and motivation. Mathematics anxiety is affecting on motivation of learning mathematics of Bilingual International schools students and RSBI students in Bandung.

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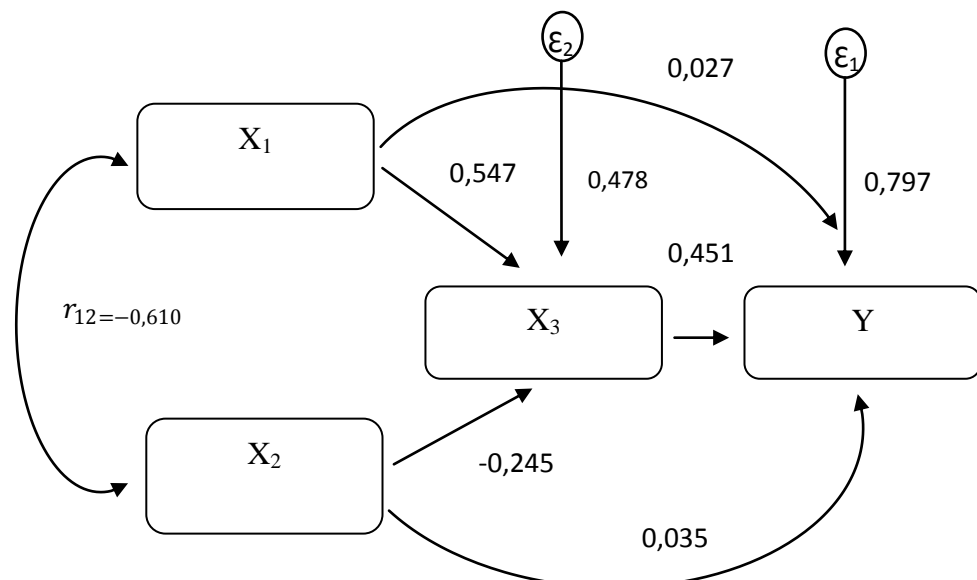
Mia Kusmiati, 2012

A Study Of Students Perception Toward Mathematics, Anxiety, Motivation, And Achievement In Middle School

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- d. There is no significant relationship between students' perception toward mathematics and achievement. Perception is not directly affecting on motivation of learning mathematics of Bilingual International schools students and RSBI students in Bandung.
- e. There is no significant relationship between mathematics anxiety and achievement. Mathematics anxiety is not affecting on mathematics achievement of Bilingual International schools students and RSBI students in Bandung.
- f. There is a negative and reciprocal causation relationship between students' perception toward mathematics and mathematics anxiety of Bilingual International schools students and RSBI students in Bandung.
2. The image of relationship between relationships between students' perception toward mathematics, motivation, mathematics anxiety, and achievement in mathematics is:

Diagram 4.3
Path Diagram of Structural Model-1 with the Value of Each Coefficient



3. The causal of students' motivation are hopes, the need of mathematics, students' environment such as their school or their activities. The causal of students' perception are their past experience that involved mathematics and also their environment. The causal of students' mathematics anxiety are lack of confidence and feeling of afraid to be wrong.

B. Suggestion

Suggestion of this research is offered to mathematics teacher and to the next researcher.

1. For mathematics teacher:

Since this research revealed that motivation causes achievement, it is suggested that mathematics teacher should be able to motivate their students to get their best achievement in mathematics. Teacher should know very well about the characteristic of their students so they know how the best way to raise their motivation. Creating a fun atmosphere in school when learning mathematics is a good thing to do. It will not only raise students' motivation but also make a perception for students that learning mathematics is fun. They will not be afraid when they meet mathematical problem. This can reduce students' anxiety toward mathematics.

2. For the next researcher:

This research may have many weaknesses, whether in methodology, instruments, or variables. Therefore the author suggested for the next researcher that they can do this kind of research but with different variable or population. The next researcher can develop the instrument for this kind of research to be better. Also they can develop the research subject and use different population, not Bilingual International schools students and RSBI students in Bandung, but the other population such as public school students or international school students. The next researcher can also use wider and larger population so they can get a better result.

