

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions and suggestions based on the result of this research that elaborated in the previous chapter.

5.1 Conclusions

The research shows that there is a difference in the scores of students' engagement in English class between before the implementation of autonomy-supportive motivating style was implemented ($M=83,8$, $SD=4,8$) and after the implementation of autonomy-supportive motivating style was implemented ($M=89,3$, $SD=6,9$); $t(29) = -5,5$, $p = 0,000$, as the p value is smaller than the significant value that has been set which is $.05$.

However, even though the improvement of students' engagement by implementing autonomy-supportive motivating style is considered to be statistically significant, there are some fluctuations of engagement score that occur in each students from the result of pretest and post-test and those fluctuations are varied. While some students experience an increase in their engagement, a reduction of engagement occurs on the other students. The reduction occurs on some assessed components of three engagement constructs which are academic engagement, behavioral engagement, and cognitive engagement. Meanwhile, none the assessed components of another construct of engagement which is affective engagement get reduced after the implementation of autonomy-supportive motivating style.

Since autonomy-supportive motivating style is a derivation product from self-determination theory, this research also indicate that self-determination theory is applicable when implemented in Indonesia specifically in its rural area, despite the fluctuations that occur. This finding is really helpful since most of the students

in rural area of Indonesia have lower motivation to learn not only English but also other subjects in their school. Thus, the findings also indicate that it is possible to do a long-term research in this concept in order get further information about SDT and engagement in Indonesia.

5.2 Suggestions

Based on the result of the research, several suggestions can be derived in order to exploit the potential within students' engagement.

5.2.1 Suggestion for teacher

Teacher are expected to realize that every student has his/her own innate motivation when they come to school. It is teacher's duty to exploit their motivation to its full potential in order to gain the benefit of engagement. Implementing autonomy-supportive motivating style in the classroom is one of many other available approaches, methods, and techniques that is usable to improve students' engagement.

5.2.2 Suggestion for students

Students are expected to realize that they have potential within them. it is their duty to realize that and preserve that in order to reach their dreams and ambitions.

5.2.3 Suggestion for future research

It is strongly recommended for future research to improve the number of participants and duration of the research. Widen the aspects of engagement can also be done for future research to be assessed within Indonesian context and different educational level such as elementary school and junior high school. Reeve (2012) also proposed a new construct of engagement called agentic engagement, this newly proposed construct can be studied further in order to widen the perspective of engagement itself.