

CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

This last chapter consists of conclusions and suggestions that are presented from the result and discussions on the findings of this study in the previous chapter. The conclusions and suggestions of the study are hopefully able to contribute positively to the English teaching-learning process, particularly in improving students motivation in learning English.

5.1 Conclusion

The present study is proposed to answer the research question: is there a significant correlation between peer group interaction and English learning motivation? The correlation testing shows that there is no significant correlation between those two variables, since the r value is .022. This result disagrees with previous researches which show that interaction in the classroom correlates significantly with learning motivation. However, Hatch and Farhady (1982: 3) states that: *"However, it is often the case that there are inconsistencies in previous research or even contradictory findings among various studies"*.

The low correlation obtained in this study is probably caused by the insufficient amount of questionnaire items of each variables, because the r coefficient value decreased along with the omission of two 'not valid' items. The validity test of the questionnaire showed that from 24 items of X variable which are tried out, only two of them are not valid, and the reliability test of the

instrument reach the value of 0.731, which, if consulted to the table of r Product-Moment critical value, with $\alpha = 0.01$, is considered reliable (that is, more than 0.463).

Based on the calculation of determination coefficient, that is, 0.0004, it can be concluded that peer group interaction only contributes to English learning motivation as many as 0.05 %, while the rest, 99.95% are influenced by other factors such as attitude, need, stimulation, affect, competence and reinforcement (Wlodowski, 1985; Champagne, 1995).

5.2 Suggestions

It is proved that there is a positive relationship between peer group interaction and English learning motivation, so it is important for the teacher to build positive and constructive classroom environment for the students. Referring to the result that shows low correlation between the two variables, it can be concluded that there is uncontrolled variable that may influence this research, it can be from psychological condition of the respondents the number of population and sample, the atmosphere of the class at the time of data collection, or even from the instrument itself.

For further research related to this field, it is recommended that the researcher should ascertain that the instrument of this study be further developed either by adding the number or variety of items questionnaire or even by giving additional instrument such as interview. This additional instrument is expected to give sufficient information for the investigation of the study.

Finally, based on the result of this study, a further research can be developed, new variables can be added into the study such as age and gender, or another affective factor. This further research is expected to give contribution to the development of English language teaching and learning process.

