

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

- 1) Based on the findings and discussion, it can be concluded that the motivations of students in choosing the English Language Education major at the Faculty of Tadris and Tarbiyah, UIN Fatmawati sukarno Bengkulu, cohort 2024, are varied and multidimensional. Students exhibit both intrinsic and extrinsic motivations. Intrinsic motivation, characterized by personal interest in English, enjoyment of learning, and the desire to teach and inspire others, is predominantly observed among female students. Extrinsic motivation, including career prospects, financial independence, and parental support, is more emphasized by male students, although some female students also experience a combination of both intrinsic and extrinsic

motivations, where personal interest is reinforced by external encouragement.

- 2) These motivations significantly influence academic achievement. Students with strong intrinsic motivation engage more deeply in learning, actively participate in class, and seek additional knowledge beyond the curriculum, which enhances their academic performance. Students with extrinsic motivation, on the other hand, demonstrate goal-oriented behaviors, discipline, and consistency in completing tasks, which also positively affects their academic outcomes.
- 3) Understanding the different types of motivation and their impact on academic performance is crucial for educators and program developers. Recognizing gender-related motivational differences and the role of intrinsic and extrinsic factors can help create supportive learning environments that foster student engagement, academic success, and personal growth

in the English Language Education major.

B. Suggestions

- 1) Based on the findings of this study, several suggestions can be offered to improve student motivation and academic achievement in the English Language Education major at the Faculty of Tadris and Tarbiyah, UIN Fatmawati sukarno Bengkulu. First, educators and program coordinators should develop learning strategies and classroom activities that cater to both intrinsic and extrinsic motivations. For intrinsically motivated students, opportunities to engage in interactive and creative teaching practices, language clubs, workshops, and project-based learning can enhance their interest and deepen their engagement with the subject.
- 2) For students driven by extrinsic motivations, providing clear links between the curriculum and future career prospects, as well as recognizing achievements through awards, internships, or

scholarship programs, can strengthen their commitment to academic tasks. This approach helps students see the practical benefits of their studies and fosters a sense of purpose and achievement.

- 3) Second, the faculty is encouraged to provide guidance and counseling services that help students identify and understand their personal motivations. Gender-related motivational differences, as observed in this study, suggest that male and female students may require different approaches to maintain engagement and maximize their learning potential. For instance, male students may benefit from career-oriented mentoring, while female students may benefit from programs that nurture their passion for teaching and provide platforms for creativity and leadership in English education.
- 4) Finally, collaboration between students, faculty, and parents is essential in reinforcing motivation. Parental support, peer encouragement, and faculty guidance

can complement intrinsic motivation and help students maintain consistent academic performance. By understanding the factors that drive motivation and implementing supportive strategies, the faculty can enhance both student satisfaction and overall academic achievement in the English Language Education program.



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