

## V. CONCLUSION AND SUGGESTION

This final chapter offers the conclusion of the research findings and suggestions for the next similar research.

### 5.1. Conclusions of the Research Findings

Referring to the discussion of the research in the previous chapter, the researcher comes to the following conclusion:

1. There was a significant difference in reading comprehension test between students who have intrinsic and those who have extrinsic motivation. This could be identified from the result of computation by using independent t-test showed that the t-count is 3.122 at the significance level 0.05, meaning that  $t\text{-count} > t\text{-table}$  ( $3.122 > 2.030$ ). The alternative hypothesis ( $H_1$ ) was accepted.
2. Because there was a significant difference in reading comprehension test between students who have intrinsic and those who have extrinsic motivation, the researcher conducted to find out which group of students with intrinsic and extrinsic motivation achieve better reading comprehension. The result showed that intrinsic motivation achieved better reading comprehension. It can be seen from the result that the mean score of reading comprehension in intrinsic students (78.12) is higher than

the extrinsic ones (69.76). Students who have intrinsic motivation are better in those five aspects of reading; identifying main idea, identifying supporting details, making inference, identifying reference, and understanding vocabulary.

## **5.2. Suggestions**

In line with conclusions of the research findings, the researcher proposes some suggestions as follows:

1. For the students, the significant difference between students who have intrinsic and extrinsic motivation in reading comprehension suggest the need to apply their motivation in all aspects, in order to increase their knowledge and autonomy because motivation has an influential role in all aspects.
2. For the teacher, they should pay more attention in English subject especially for extrinsic students with lower reading scores, extrinsic students should give direction that every skill and subject are important to increase their knowledge. The teacher can encourage the students, especially students who have extrinsic motivation, to be more active in order to comprehend the text. Such as identifying main idea, identifying supporting details, making inference, identifying reference, and understanding vocabulary.
3. It is also suggested for other researcher in the future to focused on comparison between intrinsic and extrinsic motivation in other skills of learning language (listening, speaking and writing).