

## **BAB V**

### **CONCLUSIONS AD SUGGESTIONS**

This chapter outlines the conclusions, implications, and suggestions of the research regarding Directed Motivation Currents (DMC) in EFL students' reading motivation.

#### **5.1 Conclusions**

This study shows that the emergence of Directed Motivational Currents (DMCs) in EFL students' reading motivation is triggered by meaningful experiences connected to visions of the future, both negative pressures and positive opportunities. Factors such as academic success, social support and involvement in international activities proved to be the dominant triggers that encouraged students to read in a more focused, purposeful and sustained manner. In addition, students begin to build DMC support mechanisms such as reading routines, target setting, and progress monitoring systems, although the level of consistency still varies.

The experience of being in a DMC state is characterized by increased emotional engagement, awareness of long-term goals, and transformation of motivation from extrinsic to intrinsic. Perhaps not all students are able to maintain the motivational flow consistently, however, due to the situational nature of DMC and the need for re-triggering. Contextual and instructional factors, such as the role of the lecturer, classroom atmosphere, and peer support, were shown to play an important role in sustaining DMC. Meanwhile, the long-term impact of DMC is seen in increased reading comprehension, active engagement, and the formation of reading habits as part of an academic lifestyle. Therefore, DMC does not only serve as a momentary boost, but also has transformational potential in shaping students' academic identity and sustainability of learning English.

#### **5.2 Implications**

The results of this study have a number of practical implications that are relevant for lecturers and students in the context of developing reading motivation, especially in learning English as a foreign language. For lecturers or teachers, the findings emphasize the importance of creating a learning environment that is able

to facilitate the emergence of motivational flows in students. This can be realized through giving reading assignments that are relevant to students' personal aspirations, providing positive reinforcement such as praise for successfully understanding the text, and guidance in setting personal and meaningful reading goals. Meanwhile, for students, these results can be a reflection that reading motivation does not solely have to come from external factors such as academic demands, but can be built from within through strategies of internalizing long-term goals, establishing consistent reading routines, and selecting reading materials that are in accordance with their interests and future orientation. Thus, both lecturers and students have a strategic role in building and maintaining reading motivation in a sustainable manner.

### **5.3 Suggestions**

Future research is recommended to expand the scope of the population by involving participants from various universities, social and academic backgrounds, and different levels of education, in order to increase the generalizability of the findings. The diversity of participant characteristics is expected to provide a more comprehensive understanding of the dynamics of Directed Motivational Currents (DMC) in the context of language learning. In addition, the study of DMC should be extended to other English language skills, such as speaking, writing, and listening, in order to obtain a more holistic mapping of the role of directed motivational currents in supporting overall English language acquisition. This approach will not only enrich the theoretical framework of DMC, but also provide practical implications for the development of motivation-based learning strategies in various aspects of language skills.