

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter outlines the conclusions, implications, and suggestions of the research regarding sixth-grade students' reading motivation in English at Elementary School.

5.1 Conclusions

Based on the findings and discussion presented in the previous chapter, this study concludes that the reading motivation of sixth-grade students in English at elementary schools in Kota Bengkulu was at a moderate level, with an overall mean score of 3.17. However, the results showed differences across the five motivational dimensions, indicating that students had a varied motivational profile.

Regarding the types of reading motivation, Intrinsic Motivation was the dominant dimension, with a mean score of 3.77, followed by Competence Beliefs (3.64), Extrinsic Motivation (3.55), and Social Motivation (2.90). Meanwhile, Work Avoidance obtained the lowest mean score of 1.97, indicating a low tendency among students to avoid English reading activities. Overall, the findings indicate that students were moderately motivated to read English, with their motivation primarily characterized by intrinsic interest, supported by positive competence beliefs and extrinsic purposes. At the same time, the low level of Work Avoidance suggests that students generally did not show a strong tendency to avoid English reading activities.

5.2 Implications

The findings have several implications for English reading instruction. The high level of intrinsic motivation indicates that teachers should maintain students' interest and curiosity by providing engaging, relevant, and age-appropriate English reading materials. The relatively lower level of Social Motivation also implies that teachers can provide more opportunities for pair and group reading activities, discussions, and peer interaction. In addition, students' positive Competence Beliefs can be supported through reading tasks that are appropriate to their abilities and provide opportunities for successful learning experiences.

5.3 Suggestions

1. For English teachers, it is suggested that they maintain students' intrinsic motivation while providing varied reading activities that can strengthen competence and social interaction.
2. For students, it is suggested that they maintain their interest in English reading and develop a more consistent reading habit beyond assigned classroom tasks.
3. For future researchers, further studies may involve larger samples and qualitative methods to obtain deeper information about the factors influencing students' English reading motivation.