

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to examine students' speaking motivation in bilingual activities at MTsN 2 Indragiri Hilir. The study was based on the awareness that motivation plays an important role in encouraging students to participate actively in speaking English. Bilingual activities implemented at the school provide opportunities for students to practice English regularly through vocabulary practice, pronunciation exercises, and simple conversations. Therefore, this study aimed to describe the level of students' speaking motivation during bilingual activities.

This study employed a descriptive quantitative research design using a questionnaire as the research instrument. The questionnaire consisted of 11 valid statements representing four indicators of motivation, namely intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation. The participants of this study were 92 eighth-grade students selected through simple random sampling from the total population of 367 students.

The findings revealed that the overall level of students' speaking motivation in bilingual activities was categorized as Good, with a mean score of 287.09. This score falls within the interval of 230–299, indicating that students generally have positive motivation to speak English during bilingual classroom activities. The findings also showed that all four indicators of motivation contributed positively to students' speaking motivation. Several questionnaire items were categorized as Very Good, particularly those related to instrumental motivation, indicating that practical goals such as improving academic achievement, passing



examinations, understanding English texts, and preparing for higher education strongly encouraged students to speak English.

Overall, the results indicate that bilingual activities positively support students' motivation to speak English. Through regular participation in bilingual activities, students become more confident, actively involved in classroom communication, and more willing to use English in meaningful situations. Therefore, bilingual activities can be considered an effective program for promoting students' speaking motivation and encouraging the development of their English communication skills.

B. Sugestion

Based on the findings and conclusions of this study, several suggestions are proposed for English teachers, students, future researchers, and educational institutions.

1. For English Teachers

English teachers are encouraged to continue implementing bilingual classroom activities because they have been shown to positively support students' speaking motivation. Teachers are also recommended to provide more interactive speaking activities, such as role plays, group discussions, dialogues, language games, and presentations, in order to maintain students' interest and increase their confidence in speaking English. Furthermore, teachers should provide positive feedback and encouragement so that students feel comfortable expressing themselves in English.

2. For Students

Students are expected to participate actively in bilingual classroom activities and make use of every opportunity to practice speaking English. They





should not be afraid of making mistakes because continuous practice will improve their confidence and speaking ability. In addition, students are encouraged to strengthen their motivation by practicing English outside the classroom through conversations with friends, listening to English songs, watching English videos, reading English materials, and using English in their daily communication whenever possible.

3. For Future Researchers

Future researchers are recommended to conduct further studies related to students' speaking motivation by involving larger samples or different educational levels to obtain more comprehensive findings. In addition, future studies may investigate the relationship between students' speaking motivation and other variables, such as speaking achievement, speaking anxiety, self-confidence, or vocabulary mastery. Researchers may also employ qualitative or mixed-method approaches to gain a deeper understanding of students' motivation in bilingual classroom activities.

4. For Educational Institutions

Schools are encouraged to continue developing and supporting bilingual classroom activities as one of the strategies to improve students' English speaking motivation. Educational institutions should provide adequate learning facilities, English learning resources, and opportunities for students to practice English in authentic situations. In addition, schools are expected to organize more English-based programs and activities that can create an enjoyable learning environment and encourage students to communicate confidently in English.

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