

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTION

5.1 Conclusion

At SMAN 1 Blitar, student motivation in English learning is driven by a powerful blend of internal aspirations and external support. Personal goals such as studying abroad and earning scholarships fuel students' commitment, while engaging materials and peer collaboration internalize the learning process. External factors like teacher feedback, public recognition, creative media use, and curriculum alignment further enhance motivation. A safe, resource-rich environment fosters emotional confidence and consistent participation. Most importantly, the synergy between internal ambition and external reinforcement creates a transformative learning experience, where students not only improve academically but also grow in confidence and purpose. English language learning among Class XI students at SMAN 1 Blitar, has evolved into a student-centered journey powered by motivation, persistence, and collaboration. Despite challenges with grammar, vocabulary, and limited exposure, students show proactive engagement through independent learning and peer interaction. Teachers play a crucial role by applying creative, inclusive strategies that adapt to diverse student needs and build confidence. The curriculum enhances relevance by integrating real-world communication and multimodal activities, while assessment serves as a reflective tool that encourages growth and ownership. Together, student effort, teacher support, and purposeful curriculum design create a vibrant and supportive

environment where motivation thrives, and English becomes a tool for personal and academic transformation.

English learning at SMA Negeri 1 Blitar has transformed into a dynamic, student-centered experience fueled by creativity, technology, and personal engagement. Teachers have redesigned their classrooms to prioritize expression, collaboration, and relevance making use of tools like Canva, AI prompts, podcasts, and social media platforms to connect with students' interests. Learners are encouraged to take ownership through flexible formats and authentic tasks that reflect real-world themes, while supportive instruction and inclusive assessment practices reduce anxiety and build confidence. Speaking, writing, and creative performance become vehicles for language use and personal growth. As a result, students are more expressive, motivated, and proud of their progress using English not just academically but as a tool to explore identity, connect with others, and shape a stronger sense of self.

Student motivation emerges as a dynamic and foundational force in English language learning, shaped by engaging challenges, creative teaching, and personal relevance. Through technology-enhanced lessons, collaborative activities, and expressive tasks like drama and podcasts, students develop fluency, confidence, and ownership of learning. Teachers foster growth with flexible instruction and supportive feedback, while the curriculum aligns purposefully with real-world communication and self-expression. These interconnected strategies form a learning environment where even hesitant learners become active participants. As a result, English is not only learned it becomes a tool for connection, creativity, and personal transformation. Motivation functions as a transformative engine for

English learning, rooted in personal ambition, peer inspiration, teacher innovation, and school-wide support. Students demonstrate sustained effort through disciplined habits, goal-driven study, and enthusiastic participation in authentic activities. Recognition through competitions, public praise, and family pride reinforces this drive, while supportive teaching and responsive feedback foster confidence and emotional safety. Peer role models and collaborative learning create a positive culture of encouragement. The curriculum aligns with students' aspirations, making English both meaningful and empowering. Together, these elements cultivate a learning environment where motivation leads to consistent progress and personal growth.

5.2 Implications

5.2.1 Theoretical Implications

The findings of this study indicate that English learning motivation in class eleventh students at SMAN 1 Blitar is not only influenced by internal factors but also significantly by the surrounding social and cultural environment. One important finding is the significant role of peers in shaping students' learning motivation, where social support or pressure can either encourage or hinder learning engagement. This is in line with the views of Schunk and DiBenedetto (2020), who emphasize the importance of social reciprocity within the framework of Social Cognitive Theory. Furthermore, the process of internalizing motivation from external to internal students does not occur instantly but requires ongoing instructional and emotional support from teachers. This aspect supports the principles of Self-Determination Theory (Ryan & Deci, 2020), which states that fulfilling the needs for autonomy, competence, and relatedness is key to fostering intrinsic motivation. In this context, student autonomy is defined as their freedom

and ability to regulate their own learning methods, such as determining topics of interest or choosing appropriate learning methods.

Thus, future motivational theories need to consider a multidimensional approach, involving the interaction of personal, relational, and environmental motivators. This approach has been advocated by Murayama and von Keyserlingk (2025), who called for a more dynamic and contextual theoretical framework in understanding learning motivation. In a culturally embedded learning ecosystem such as SMA N 1 Blitar, understanding local value systems and pedagogical practices is a crucial element in designing effective strategies to increase motivation to learn English.

5.2.2 Practical Implications

Practically, this research offers implications for English teachers, curriculum designers, and educational institutions. Teachers can design English language learning programs relevant to local values and student experiences, such as incorporating cultural themes from Blitar or collaborative activities that emphasize collaboration with external parties. Furthermore, because student motivation is strongly influenced by peers and the social environment, teachers can facilitate group-based learning, develop peer feedback, and mentor students to increase engagement in learning.

Curriculum designers can provide ongoing support, both emotional (such as motivation and positive reinforcement) and instructional (such as step-by-step study guides and practice), which can help internalize students' motivation. Schools should also review their assessment systems to prioritize not only outcomes but also the learning process, fostering students' self-confidence, ability, and freedom to manage their own learning. Therefore, the results of this study can be used to design

programs to increase motivation in English learning, such as English clubs, creative competitions, or interest-based projects.

5.3 Suggestion

Based on this research's findings and conclusions, we propose several recommendations for English teachers, students, and future researchers:

5.3.1 For English Teacher and Headmaster

This research reveals that student motivation is a powerful driving force in language proficiency. For teachers and school leaders, this insight provides clear direction: learning environments must be intentionally designed to foster internal drive and sustained engagement.

Teachers at SMAN 1 Blitar have demonstrated success using digital tools, recognizing effort, and integrating expressive tasks. Going forward, they are encouraged to further personalize instruction by varying learning materials to accommodate diverse learning styles and proficiency levels. A culture of positive reinforcement, where student effort is praised alongside achievement, can significantly improve student self-efficacy.

School leaders are encouraged to facilitate teacher collaboration and ongoing professional development focused on motivating teaching strategies. Providing a safe and inclusive space where students are empowered to express themselves, take risks, and reflect on their development can transform language classes into dynamic, student-centered environments.

5.3.2 For Future Research

This study opens up several avenues for further exploration. Researchers could expand beyond a single school to compare motivational strategies across

different regions or school types. A longitudinal study tracking the evolution of student motivation over time would provide deeper insights into which strategies have long-term effects.

Future investigations could also explore specific subgroups such as differences in motivation based on gender, socioeconomic status, or career ambition. This case study's research on motivational interventions, such as gamified learning modules, multimedia-based instruction, or peer mentoring systems could provide valuable evidence for scalable programs.

The integration of affective and cognitive factors remains an important area for further investigation, particularly in understanding how students' emotional responses relate to academic outcomes in language learning.

5.3.3 For Educational Institutions

The findings offer a powerful message to educational institutions: student motivation must be treated not as an abstract goal, but as a cornerstone of curriculum design and instructional policy. Institutions should prioritize teacher training programs that equip educators with strategies drawn from contemporary motivation theories, such as Self-Determination Theory and Expectancy-Value Theory. These programs can focus on real-world task design, the use of culturally relevant materials, and fostering autonomy in the classroom.

To sustain motivation, schools and local education authorities must invest in facilities that support interactive learning, such as language labs, digital platforms, and creative learning spaces. Encouraging partnerships with universities, local communities, and language organizations will further enrich students' exposure and stimulate meaningful engagement with the English language. Above

all, institutions should embrace student voice and choice, allowing learners to pursue English learning not simply as an academic requirement, but as a personal and purposeful journey.