

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusions

This research shows that seventh-grade students at one of junior high school in Jambi city have intrinsic and extrinsic factors that motivate them in learning English using cartoon movies. Some intrinsic factors influence students in learning vocabulary through the use of cartoons, self-efficacy and competence perceptions, attribution and control beliefs, high levels of interest, high levels of value, goal orientation, and curiosity. Extrinsic factors influence students in learning vocabulary through cartoon movies, rewards, punishments, and classroom environment.

The data collection results concluded that four themes appear related to learning English using cartoon movies: (1) the willingness of students to learn English is more influenced by intrinsic factors, (2) students' extrinsic factors are barely affected by their familial environment or friendship, (3) the students think by watching cartoon movies helps them increase their vocabulary, (4) the use of cartoon movies has proven to enhance students' motivation for learning English.

5.2 Suggestions

Based on the findings, the research shows that there is a tendency of male students to have higher motivation to learn English using cartoons than female students. Perhaps this might be a factor of the type of cartoons, or due to other factors not investigated in this research, such as limited time, or because it was not examined comprehensively. Considering that this is beyond the scope of this research, it is

suggested that future researchers can focus more on the comparison of achievement between male and female students or focus more on a greater variety of cartoon movies. In addition, this research was conducted on junior high school students. It is expected that future researchers will conduct broader research on elementary/high school students, which is suggested to make the research comprehensively by including other levels of schools.