

CHAPTER V

CLOSURE

A. Conclusion

1. Level of students' enthusiasm

Based on the research, find that students' enthusiasm on English is $50 < 60$. This category is moderate. Conclude that student enthusiasm in learning English at the Eighth grade of MTsN Banjar Selatan 1 is moderate category.

2. Level of English Achievement

Based on the research, find that students' achievement on English is $80 < 100$. This category is very high. It is concluded that student achievement in learning English at the Eighth grade of MTsN Banjar Selatan 1 is very high category.

3. The influence of student enthusiasm on English achievement

The writer has mentioned the hypothesis before from the hypothesis, the writer have criteria to test hypothesis:

If $r_{xy} < 0.235$ or $r_{xy} < 0.306$, the hypothesis null (H_0) is accepted and hypothesis alternative (H_a) is rejected. Its mean there is no

significant influence between student's enthusiasm and English achievement.

If $r_{xy} > 0.235$ or $r_{xy} > 0.306$, the hypothesis null (H_0) is rejected and hypothesis (H_a) is accepted. Its mean there is significant influence between student's enthusiasm and English achievement.

According to the table of significance, it can be seen that df 74 is closer to r table df 70, so the writer took r table df 70, and get point 0,235 on r table for the 5% significance degree, and point 0,306 on 1% significance degree. So it means point 0,6 on r_{xy} is more than r table ($0,6 > 0,235$ and $0,6 > 0,306$) from the result conclude that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted.

In conclusion, there is influence between students enthusiasm in English achievement. The level of influence is as follows:

Table 5.1.The Product Moment Table

Product Moment (r)	Interpretation
0.00 – 0.200	Very Low (no correlation)
0.20 – 0.400	Low
0.40 – 0.600	Moderate
0.60 – 0.800	High
0.80 – 1.00	Very High (Arikunto, 2009, p. 319)

Based on the result of statistics calculation above, the influence between the two variables X and Y is positive, it is 0,6. In another word, the correlation between the students' enthusiasm and their English achievement is considered moderate as seen in the table above. The enthusiasm and English learning

achievement were significantly positively correlated with each other. The result of the study indicated that there was a positive relationship between their achievement and enthusiasm. This might be due to the fact that the student who got a high grade average in English courses tended to be interested in English learning. The students' enthusiasm had an ameliorating effect on their achievement. It enabled students to use the target language more often, encouraged communication with others in the language, created an environment for stimulating classroom activities, and gave variety to language learning. These result showed that enthusiasm of the students was positively influenced with their English achievement.

This research show the fact of previous research has been done by Gardner & Lambert. The previous research found that enthusiasm is the part of motivation. Motivation is very strongly related to achievement in language learning (Gardner & Lambert, 1972; Gardner, 1980) in Ur, 1991 p. 274.

B. Suggestion

1. A study on the various factors affecting students' enthusiasm should be carried out so that the findings could be useful for researchers and teachers in improving students' achievement. In addition, the researcher should conduct a research using a different framework, especially one which is new.

2. English teacher should evolve effective teaching and learning strategies for English language to develop students' enthusiasm to the subjects.
3. To encourage students to become self-motivated independent learners, instructors should design effective course contents and create an atmosphere that is open and positive to raise students' enthusiasm.
4. The English lectures should enhance students' integrative enthusiasm for the better and effective students' perceptions in language learning.

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