

## CHAPTER V

### CONCLUSION, LIMITATIONS, RECOMMENDATIONS, AND IMPLICATIONS OF THE RESEARCH

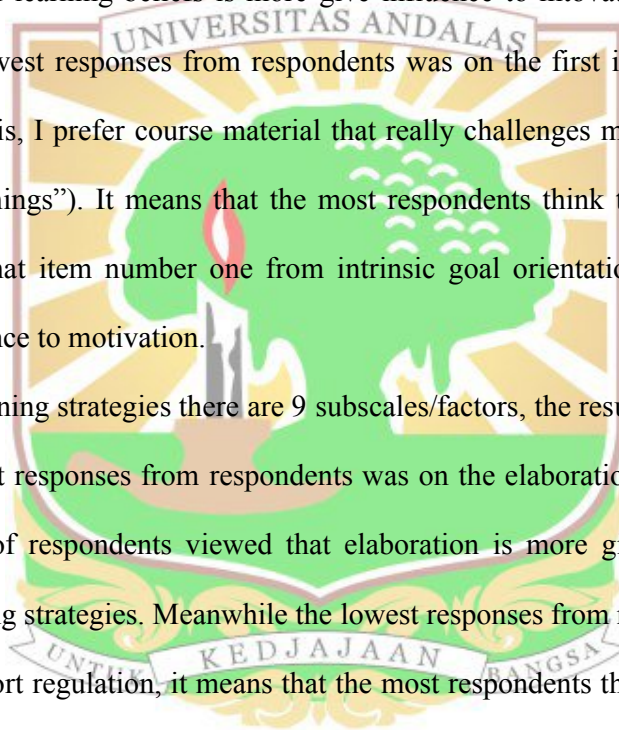
#### 5.1 Conclusions of The Research

This research aims to understand the level that could affect among the variable, which is motivated strategies for learning questionnaire and academic achievement. Based on the review of the literature, research developed a number of hypotheses which were represented in this research, The result of this research found:

1. Students' learning motivation has significant and positive effect to academic achievement in Andalas University Padang (H1 Accepted).
2. Students' learning strategies has significant and positive effect to academic achievement in Andalas University Padang (H2 Accepted).
3. From motivation scales there are 6 subscales/factors, the result show the highest responses from respondents was on extrinsic goal orientation, it means that the most of respondent viewed that the extrinsic goal orientation is more give influence to motivation. Meanwhile the lowest responses from respondents was on the intrinsic goal orientation, and it means the most respondents think that they do not sure the intrinsic goal orientation is more give influence to the motivation. This result can become warning for the students, because the factor that become their own weaknesses come from "inside driver" of students. Because if they

lost something that will give them extra effort, it will give negative impact to the others factors of motivation scales.

4. From 31 items of motivation scales, the research show that the highest responses from respondents was on the item number fifteen (“if I study in appropriate ways, then I will be able to learn the material in this course”). It means that most respondents viewed that the item number fifteen from control learning beliefs is more give influence to mtovation. Meanwhile the lowest responses from respondents was on the first item (“in a class like this, I prefer course material that really challenges me so I can learn new things”). It means that the most respondents think that they do not sure that item number one from intrinsic goal orientation is more give influence to motivation.
5. In learning strategies there are 9 subscales/factors, the result show that the highest responses from respondents was on the elaboration, it means that most of respondents viewed that elaboration is more give influence to learning strategies. Meanwhile the lowest responses from respondents was on effort regulation, it means that the most respondents think that they do not sure effort regulation is more give influence to learning strategies.
6. In learning strategies there are 50 items, the research show that the highest responses from respondents was on the item number thirty two (“I usually study in a place where I can concentrate on my course work”). It means the most of respondents viewed that item number thirty two from time/study environmental management is more give influence to learning



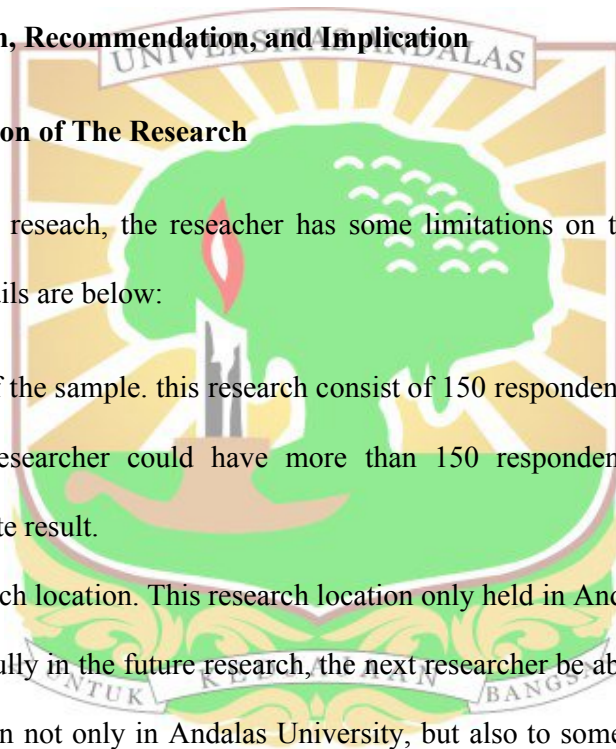
strategies. Meanwhile the lowest responses from respondents was on the item number forty seven (“even if have trouble learning the material in this class, I try to do work on my own, without help from anyone”). It means that the most respondents think that they do not sure that the item number forty seven from help seeking is more give influence to learning strategies.

## **5.2 Limitation, Recommendation, and Implication**

### **5.2.1 Limitation of The Research**

In this reseach, the researcher has some limitations on the research, the following details are below:

1. Size of the sample. this research consist of 150 respondents, hopefully the next researcher could have more than 150 respondents to get more accurate result.
2. Research location. This research location only held in Andalas University. Hopefully in the future research, the next researcher be able to expand the location not only in Andalas University, but also to some of Universities in Padang.
3. Respondents. In present research, Most of the respondents are collages students except first year students, so it make the variety of research data became not that diverse, for the next research hopefully can reach more segment.



4. Variables. In this research, researcher only examines the analysis of motivated strategies for learning questionnaire to academic achievement in higher education. Hopefully, the future researcher can examine more deeply about these variables or add more variables.

### 5.2.2 Recommendation of The Research

Some of the recommendations of this research are as follow:

1. Andalas University's students must more concern about their motivation for learning, because from this research we can know that strategies for learning was give more impact than motivation for learning in achieve of high GPA. If this condition never change in the future, it will give negative side to the students itself because they will lack of motivation for learn and will lost the “driver” and passion for learn.
2. Based on the research, from 6 of motivational scales (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, test anxiety), the highest scales that give more effect on students' motivation itself was extrinsic goal orientation and the lowest was intrinsic goal orientation. It's means to make students of Andalas University achieve a good GPA, outside factors like acknowledgement from others and GPA itself become the main key, so for lecturer this will become they concern to make their student more motivated and for Andalas University's stakeholders it will

become consideration to make policy and rule in achieving University's purposes. But to make students' motivation more give effect, other scales especially for intrinsic goal orientation can't be obey and we must maximized those all scales.

3. Based on the research, from 9 of motivational scales (rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time/study environment management, effort regulation, peer learning, help seeking), the highest scales that give more effect on students' strategies for learning was elaboration and the lowest was effort regulation. The factors like all the things that has connections with the courses and the capability of students for gathering information about the material become strong strategies to get a good GPA, meanwhile the responds from students about the courses, their act in the class, become the main problem in students' strategies for learning.
4. This research showed "something" that really must become a concern for students of Andalas University in achieving a good GPA, the weaknesses come from their ownself. Intrinsic goal orientation and effort regulation is the factors that come from the eagerness of students in achieving a good GPA. If the students can't find the solver for this problem, it will give influence to others scales of motivated strategies for learning questionnaire.
5. For next future research, hopefully could increase the sample of research to get more accurate data.

6. Hopefully, the future researcher can examine more deeply about these variables or add more variables that can influence brand equity

### **5.2.3 Implications of The Research**

The research provides some implication for improvement in understanding the analysis of motivated strategies for learning questionnaire to academic achievement in higher education for college students Andalas University Padang. It showed that the results of this research also support the results of previous studies which conducted by many researchers that relate to the variables used in this research. This research found the two factors in MLSQ (intrinsic goal orientation from motivation scales and effort regulation from strategies learning) must become major concern for students of Andalas University Padang in achieving a good GPA.

In this research, MLSQ influenced by 2 scales, motivation and learning strategies. Motivation has 6 scales, intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy for learning and performance, and test anxiety, and learning strategies has 9 scales, rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time/study environment management, effort regulation, peer learning, and help seeking.