CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Before being given drama media learning, English language learning motivation of English club students, most of them were in the high category, namely 10 students (45.5%) in the intervention and control groups.

2. After being given drama media learning, English language learning motivation of English club students, most of the high category, namely 18 students (81.8%) in the intervention group, while in the control most of the high category, namely: 12 students (54.5%).

3. There is a significant difference in English learning motivation of English club students before and after drama media learning in the intervention group (p value=0.000), including: intrinsic motivation (p value=0.000), extrinsic motivation (p value=0.000) and amotivation (p value=0.000).

4. There was no significant difference in English language learning motivation of English club students in week 1 compared to week 4 in the control (p value=0.056), including: extrinsic motivation (p value=0.266) and amotivation (p value=0.565), but there was a significant difference for intrinsic motivation (p value=0.021).

5. There is a significant difference in English language learning motivation of English Club students after 4 weeks of drama media learning in the intervention group compared to the control group (p value=0.001) the

effect of drama media learning on increasing English language learning motivation of English Club students (p value=0.001).

B. **Suggestions**

1. For Teachers

   Teachers are encouraged to develop and implement drama media learning to the classroom scale. Teachers can design drama scenarios and activities that are appropriate to the learning material and student characteristics, so that learning becomes more meaningful and enjoyable. With this approach, teachers do not only act as material deliverers, but also as facilitators who inspire students' creativity and activeness in learning.

2. For Schools

   It is recommended that schools integrate drama media into the English curriculum as one of the alternative learning methods. This aims to create a more interactive, innovative, and enjoyable learning environment, so that it can trigger increased motivation and active participation of students. Schools need to provide facilities and resources that support the implementation of drama media, such as performance spaces, multimedia equipment, and sufficient time for the preparation and implementation of drama activities.

3. For the Development of Learning Media by Future Researcher

   It is recommended that future research further examine the integration of drama media with the Universal Design for Learning (UDL) approach. This approach can accommodate various learning styles and student needs,

so that the learning methods developed can be applied more inclusively and adaptively. Combining these two approaches is expected to produce a more comprehensive learning strategy in improving students' motivation and learning outcomes.