

## **CHAPTER V**

### **CONCLUSION**

In conclusion, this research shows a high correlation between intrinsic motivation and the subject's reading skills by looking at research tools in the form of questionnaires and standardized tests. These findings highlight the correlation between the subject's intrinsic motivation and the subject's reading skills and show how the subject's reading skills develop during reading learning. The main findings in the research are the results of the correlation between intrinsic motivation and the subject's reading skills, which show a high correlation, which is very influential on reading skills, and factors in intrinsic motivation that have an influence on reading skills. The results show that involvement factors play a big role in developing reading skills, followed by the curiosity factor and the challenge factor, which also contribute to the development of reading skills. Another important thing in the educational environment is that educators gain knowledge about subject motivation based on gender and the strategies used for subject motivation in order to be able to develop subject reading skills. The influence of research on the educational environment is able to provide basic knowledge about motivation that needs to be applied routinely in subjects when learning to read takes place, such as teachers often providing motivation during class so that students are active, and the results provided will be of good value for students.

The limitations of this research are that the researcher only looked at one influencing factor (intrinsic motivation), the subjects used had to be broad (at least the fifth semester of learning was included in the research), and were constrained by research costs. For future research, this research needs to show results from the teacher's point of view (how the delivery techniques and details of the learning system take place), while this research only shows the student's point of view (extrinsic motivation) and also hopes that this research will require the addition of more subjects which only using first-year and third-year students only.