

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions and suggestion to the reader especially for the students, the teacher, and the further researcher.

A. CONCLUSION

Based on the findings and discussions in the previous chapter the following conclusions are presented: The method of this research is descriptive quantitative. The data obtained through five point Likert sale survey and reported in percentage. The respondents are Senior High School students of Plosoklaten Kediri. They are from XI IPS 3 the total of number of participant are 34 students. They are investigated about their attitude and motivation toward learning English.

The respondents' obvious positive attitude towards English may lead to conclude that students are well aware of the importance of English, besides learning it as a compulsory subject in school. Having the right attitude towards English will eventually motivate students to learn the language, inside and outside the classroom. Students' desire to learn English either intrinsically or extrinsically is an important factor to become successful language learners. Helping these students improve their language acquisition should be the responsibility of all. Students should realize that sufficient efforts are what they need to help master the language apart from having the right attitude and motivation. As for teachers, teaching English should not be

just for the sake of completing the syllabuses, instead, it should be carefully planned to incorporate more meaningful learning experiences that would challenge their knowledge and maximize the opportunity for real language exposure. As the conclusion, positive attitude, motivation and efforts determine successful language learners.

B. SUGGESTION

Regarding the observed negative attitude towards English, the EFL teachers are recommended to create an encouraging atmosphere in the English classes to promote the students' positive attitudes towards English. They should also motivate the students to learn English, highlighting its importance. This can be achieved by implementing the appropriate methods and activities of teaching English effectively. Furthermore, they should integrate up-to-date materials and supplementary resources in addition to the English text books. This can help them capture students' attention to learn English successfully. Moreover, the EFL teachers should consider the role of gender perspective in language learning, exposing various approaches to improve the students' attitudes, motivation and language performance as well.

They are also recommended to teach the English curriculum as it is supposed to be taught, focusing on the communicative approach. The EFL teachers must be aware that communicative approach encourages EFL learners to collaborate and discuss their experiences and other issues regarding language learning. This can increase their attitude, enthusiasm and their motivation to acquire the language. Furthermore, curriculum makers

should review the content and the design of the curriculum to meet the needs and the interests of the students. They are recommended to consider that the EFL learners have different perceptions about learning other languages due to their differences regarding gender, specialization, year of study, etc. Thus, taking all these issues into account, the curriculum design should be re-evaluated so that students could see something different concerning the activities, content, topics, teaching practices etc. and be more motivated to learn English.