

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, this research presents the conclusions and suggestions to the reader especially for the students, the teachers, and the further researcher.

A. CONCLUSION

Based on the research 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 scale survey and reported in percentage. The respondents are English department STAIN Kediri. They are from even semester the total number of participants are 100 students. They are investigated about their attitude towards the interference of L1 in 3 aspects of attitude (cognitive, behaviour, and emotional).

The cognitive aspect analysis in 8 items showed the mean score is 3.89 with high level of agreement. It indicates the majority of students showed the attitude is positive cognitive attitude. In cognitive aspect the highest level the participants are agreement that item number 14 (4.36) when English subject has the content that covers many fields of knowledge. And the lowest level is item number 6 (2.37) when using first language prevents me from learning English.

The behaviour aspect also present mean score in 7 items is 3.78. It indicates the level is medium level of agreement. This result showed majority of the students inclined in positive attitude. The highest level in this aspect the

participants are agreement that item number 5 (4.65) when students should be allowed to use first language in class. And the lowest level is item number 16 (2.82) when they not relaxed whenever to speak in English class. That show the students are positive attitude when learning English toward interference of L1.

The emotional aspect present with 4 items the mean score is 3.4. The highest level in this aspect is item number 17 (3.88) when students feel proud when studying English language. And the lowest level is item number 8 (2.26) when they prefer not to use first language in English classes.

The cognitive attitude in 8 items shows majority the students chose strongly agree and agree which indicates positive attitude but 1 item (number 6) indicated a negative attitude when using first language prevents learning English. The behaviour attitude in 7 items shows 6 items indicates positive attitude but 1 item (number 5) showed a negative attitude because majority of students chose strongly agree and agree if students should allowed use L1 in the classes. This result proved what students do not maximize the use of English in the class. The last is emotional aspect there are 4 items in emotional attitude. 3 items shows positive attitude but 1 item (number 18) show in negative attitude when the students prefer studying in mother tongue rather than any other foreign language.

The results of data analysis show the overall mean score is 70.26. It means that most students have positive attitude from the category of the students' attitude toward the interference of their L1 in 3 aspects of attitude.

B. SUGGESTION

After knowing students' response on the questionnaire of students' attitude, the researcher would like to give some suggestion for the students, the teachers and other researchers. For the students the result of this research shows if interference of first language can facilitate the learning of the English language. For the EFL teachers they should respect and think about students' feelings, beliefs and behaviours before the cognitive abilities. English curriculum and classroom activities should involve affective aims according to the students' needs and their individual differences to build up positive attitudes towards English. It is so important to study learners' personalities. Cognitive performance can be achieved if the EFL learners possess positive attitudes and enjoy acquiring the target language. For that reason, the emotional perspective, especially attitude, should be considered in language research. For other researchers, it is recommended to explore more about students' attitude in studying English. Besides, this study can also be used as a reference for the next researchers who will conduct a similar study with a different subject of the study.