

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, based on the results and discussions in the previous chapter, the researcher presents: (1) conclusions, (2) suggestions, and (3) recommendations.

4. Conclusion

Based on the research findings of this study and the discussion of the previous chapter, it can be concluded that the attitude of MA Alittifaqiyah Indralaya students towards learning English is positive and their attitudes are shown by positive student's belief. (1) attitudes towards native English speakers is positive, it can be seen students responded positive that they want to meet native English speakers. (2) motivational orientation is positive, it can be seen that most of students agreed that learning English is important to them because they think they can get a better job. (3) interest in English is positive, it can be seen from item number 12 that they agreed that learning English is a pleasant experience, (4) attitudes towards the English class at school is positive, it can be seen that most of student agreed and believed that English class is their right choice by attending the English class. and (5) attitudes towards their English teachers is positive, it can be seen that most of students agreed if their teacher always encourage them to practice English. it can be concluded from the data obtained that students have a positive attitude towards English learning.

5.1 Suggestion

After knowing the attitudes of the students in this study, I gave the suggestions to students, teachers and other researchers. for students, the results of this study give them understanding to be aware of their attitude towards learning English. for teachers, it is expected to be able to provide alternative contributions and information about learning methods that will be used after knowing the attitudes of these students, especially to communicate well with students. The improvement of students language skills is influenced by the teacher's role so it is suggested that the teacher pay more attention to aspects of the use of English learning method in learning English. and for other researchers, it is expected that the results of this study can be used as additional references or further research.

REFERENCES

- Abidin, M., J., Z., Mohammadi, M., P., & Alzwari, H. (2012). EFL students' attitude towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, 8(2), 119-134.
- Ali, Z. Mukundan, J. Baki, R. & Ayub, A., F., M. (2012). Second language learners' attitude towards the methods of learning vocabulary. *English Language Teaching*, 5(4), 24-36.
- Alkaabi, A. (2016). Saudi Student's Motivation and Attitudes Towards Learning English as a Second Language and Their Willingness to Invest Learning It. Culminating project in english, 56.
- Baker, C. (1992). Attitudes and language. Clevedon; Multilingual Matters. <https://eric.ed.gov/?id=ED376702>
- Bartram, B. (2010). *Attitudes to modern foreign language learning: Insights of comparative education*. London: MPG Books Group.
- Bhaskar, C. V., & Soundiraraj, S. (2013). A study on change in the attitude of students towards English language learning. *English language teaching* 6(5), 111-116.
- Brown, H. D. (2000). *Principles of language learning and teaching fourth edition*. New York: Addison Wesley Longman, Inc.
- Cook, V. (2008). *Second language learning and language teaching fourth edition*. London, England: Hodder Education.
- Eagly, A., & Chaiken, S. (1998). *Attitude structure and function: Handbook of social psychology*. Boston,MA: McGraw Company.
- Ebata, M. (2008). Motivation factors in language learning. *The Internet TESL Journal*, 14(4)

- Eshginrjad, S. (2016). RETRACTED ARTICLE: EFL Student's Attitude Towards Learning English Language: The Case Study of Kashan University Students. *Cogent education*.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, England: Edward Arnold Publishers.
- Harmer, J. (2001). *The practice of English language teaching*. London, England: Longman.
- Herlina., & Holandyah, M. (2016). Teaching speaking skills by using guided conversation technique through pair taping to the seventh grade students of SMP PTI Palembang. *Jurnal edukasi pendidikan dan pengajaran*, 2(2), 107-119.
- Hogan-Brun, G., & Ramoniene, M. (2005). The language situation in Lithuania. *Journal of Baltic Studies* 36(3), 345-370.
- Hohenthal, A. (2003). English in India: Loyalty and attitudes. *Language in India*, 3 (2003), 1-107.
- Kara, A. (2009). The effect of a "learning theories" unit on students' attitude toward learning. *Australian Journal of Teacher Education*, 34(1), 100-113.
- Khoir, M. (2014). *The language attitude of students of english department sunan kalijaga toward english*. Sunan Kalijaga University, Yogyakarta, Indonesia.
- Kubiatko, M. (2013). *The Comparison of Different Age Groups on The Attitude Towards The Use and The Use of ICT*. *Educational Science: theory & practice*, 13(2), 1263-1272.
- Long, D. (2016). *E-readers and the effect on student's reading motivation, attitude and comprehension during guided reading*. Hong Kong: Cogent Education.
- Mauranen, A., & Ranta, E. (Eds.). (2009). *English as Lingua Franca: Studies and Findings*. London, England: Cambridge Scholars Publishing.

- Mayo, M., D. (2003). Age, length of exposure and grammaticality judgements in the acquisition of English as a foreign language . In M. d. Lecumberri. Clevedon: Cromwell Press Ltd.
- Montano, D. E., & Kasprzyk, D. (2008). *Theory of reasoned action, theory of planned behavior, and the integrated behavioral model*. London, England: Cambridge Scholars Publishing.
- Pickens, J. (2005). Attitudes and perceptions. *Organizational Behavior in HealthCare*. Sudbury, MA: Jones and Bartlett Publishers, 43-75. Retrieved 6 december 2015. From <http://healthadmin.jbpub.com/borkowski/chapter3.pdf>
- Shameen, F. (2014). Attitude of Students Towards Cheating and Plagiarism: University Case Study. *Journal of Applied Sciences, 14*: 748-757.
- Shirbagi, N. (2010). Orientations and attitude of Iranian university students for English language learning. *PEDAGOGIKA, 53*-61.
- Shams, M. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research, 2*(2), 121-144.
- Sugiyono. (2014). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung, Indonesia: Alfabeta.
- Sultana, A., M. & Rosli, N., B. (2016). Parental involvement on students' learning abilities and achievement in the English subject. *International Journal of Social Science and Humanity, 6*(2), 103-106.
- Tanni, Z., A. (2015). Attitude toward English among Al-Quds open university students in Tulkarm branch. *World Journal of Education, 5*(3), 139-147.
- Teo, A. & Cho, E., Y. (2014). Students' motivational orientation and attitude toward English learning: A study in the deep south of Thailand. *Asian Social Science, 10*(13), 46-54.
- Tchekpassi, T. (2013). *Exploring Togolese high school students' attitudes towards learning English* . Pennsylvania: ProQuest LLC.

Zhu, H. (2010). An analysis of college students' attitude toward error correction in EFL context. *English Language Teaching*, 3(4), 127-130.