

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis, the researcher concludes that:

1. There is a significant correlation between Students' Attitudes and English as a Foreign Language (EFL) in this research with the students' reading ability in English. The condition of the class and the environment of teaching and learning such as the material of the lesson (English subject), students' motivation to learn EFL, the skill of the teacher, the method in teaching English and learning strategy used at Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu really determine how the attitude of the students toward EFL was going to be positive or negative.
2. The students who had positive attitude toward EFL affect their reading willingness to read as well as their participation and commitment to study well. The positive attitude of the students in the second year class XI of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu in learning EFL reflects four level functions: cognitive function, need gratification function, and ego-defense function, which in turn, it reflected well on their reading ability. By contrast students who had negative attitude towards EFL (English Foreign Language) the data provided in this study also shows Aspect of attitudes that mostly influenced students' negative attitude which finally decreased their reading skill was basically derived from the result of interview in the previous analysis, showing that the willingness of the students to learn EFL was based on the condition and the importance of English toward their life at that time, it absolutely influenced students' attitude towards EFL and automatically decreased their Reading ability.

3. The students' attitude toward EFL in teaching and learning at Aliyah Mathla'ul Anwar Labuhan Ratu was found that most students of second years of Madrasah Aliyah Mathla'ul Anwar Labuhan Ratu was positive attitude in learning English which then it affected their reading ability to be high in English lesson. They might have been influenced by their friends and some other factors such as motivation, interest, intelligent, environment. Therefore, this might have influenced the result of the study.

B. Suggestions

In line with the conclusions in the previous section, the researcher would like to propose some suggestions as follows:

1. English teacher should be able to encourage the students to have positive attitudes toward EFL by informing clearly the importance of English, especially to face globalization era. In the globalization era we have to struggle for better life, so in order to be able to survive during the globalization era we have to develop the skill needed. Among those skills, the ability to communicate in English will be an inevitable requirement to prepare better future.
2. English teachers should be able to rebuild students' attitude by providing for pleasant emotional experience that is by encouraging and praising the students for trying and ensuring that the students' experiences success on academic tasks. Besides striving for pleasant affect, wise teacher also should be able to prevent high anxiety in their students.
3. During teaching-learning process, the teacher should give motivation to the students to increase their willingness to learn EFL, tell them how important English in the future and tell them also the result if they did not have any eager to learn English, for example they will determine from the success line and would be leaved by the globalization. Give

them mutual understanding and liking would follow and neutralize the negative relationships that formerly existed.

The last, this research was conducted with small population of students and other studies need to be replicated with larger samples in order to have more valid data and on different proficiency level. It may be more valuable if the instrument that was used not only a questionnaire and interview but also observation, which may strengthen the result of the result.

