

5. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions based on the result of the research and discussion.

5.1 Conclusions

Based on the result of the questionnaires and interview, the researcher draws several conclusions briefly described as follows:

1. Approximately 120 students from four senior high schools in Gisting subdistrict namely SMK Muhammadiyah 1 Gisting, Madrasah Aliyah Mathla'ul Anwar 1 Gisting, SMA Negeri 1 Gunung Alip, and SMA Muhammadiyah 1 Gisting possess positive attitude toward three variables offered; attitude toward English, attitude toward English language learning, and attitude toward English native speakers.
2. The research reveals that they are well aware of the importance of English, the role of English language learning, and the contribution of English native speakers. The positive attitude shown toward the three variables is impacted by their integrative motivation and instrumental motivation. The results show that instrumental motivation is the primary source of the students' attitude toward English and English language learning. Integrative reasons are also

motives to the students' attitude toward the three variables mentioned especially their attitude toward English native speakers. In addition, students' attitude toward English and English language learning are also impacted by their well awareness of the role of English in international circumstances. Other factors such as globalization era and teacher teaching style their awareness also reinforce the students' positive attitude toward three variables presented.

5.2 Suggestions

The research findings can be used as a starting point for providing some pedagogical implications that should be taken into consideration by both English teacher and syllabus designers. The implications are provided as follows:

1. The study shows that students from four different schools possess positive attitude toward three variables presented namely attitude toward English, attitude toward English language learning, and attitude toward English native speakers. The students have high awareness of the vital role of English and English language learning. Most of the students' positive attitude may be resulted primarily because they are instrumentally and integratively motivated. Therefore, English language courses should be designed according to the students' need, passion, and affection especially attitude. The teachers should respect and carefully investigate students' attitude before designing English courses.
2. English curriculum, syllabus, lesson plan, and classroom activities should involve affective aims according to the students' needs and their individual

differences to maintain the positive attitudes towards English and English language learning. For their positive attitude toward English native speakers, it can be handled well as bonus if the teacher could provide more authentic materials for instance. For that reason, the affective perspective, especially attitude, should be considered in language research. In other words, the teacher should at least design English courses based on academic and occupational settings.

3. For the next researchers who have vision to investigate the similar variables, the researcher expects that it can be used as contributive reference in developing the research and relating these variables and their performance in English language learning. Additionally, in terms of research instrument, it may be worth to assemble the items of the questionnaire as many as possible to have enough items when irrelevant items are dropped.