

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion generated based on the findings from exploring language attitudes and the reflection of their demographic profiles in language attitudes of students of formal pilot international standard senior secondary schools (R-SMA-BI) in Pekanbaru, Indonesia. The chapter also provides the limitation or weaknesses of the study. Finally, this chapter ends with several recommendations for practitioners, policy-making and future research in the area of teaching English as a foreign language (TEFL) in Indonesia or other similar contexts.

#### **5.1. Conclusion**

The majority of students across four former pilot international standard senior secondary schools in Pekanbaru revealed positive attitudes toward the English language and ambivalent attitudes toward learning English and English as a medium of instruction. Their positive attitudes toward the English language is indicated by believing English as an important language, feeling English as an enjoyable language, and being willing to do some actions related to the English language. The main reasons supporting positive attitudes toward the English language include the status of English as an international language; its utilitarian values including informational media, interaction, and communication, further and international study, and employment; and aesthetic values due to the linguistic uniqueness of English.

Meanwhile, ambivalent attitudes toward learning English are also obtained from three domains of attitudinal response: cognitive, affective and conative. In this regard, the students believed that English lesson was important because of the status of English as an international language, language accomplishment, and utilitarian values. They also felt enjoyable during learning English because of its linguistic uniqueness, teaching method and the teacher, and language accomplishment. However, they sometimes wanted to skip English class and almost never review the lesson at home. It is because they have to re-learn materials that they have mastered. Besides, the difficulties of other subjects rather than English and learning schedules were also the

reasons. This indicates that repeated or unchallenged materials and inappropriate learnings schedule influenced students' attitudes toward English lesson.

With regard to attitudes toward English as a medium of instruction, inconsistent or ambivalent attitudes emerged albeit generally their attitudes can be categorized as negative. This inconsistency occurred in the aspect of cognitive, affective and conative wherein they chose bilingual language-English and Bahasa Indonesia as the language of instruction, felt enjoy learning in dual language, intended to use bilingual books as reference books. This implied that the students realized that English was important in teaching and learning Science and Math. However, low English proficiency made them felt comfortable learning in dual languages, English and Bahasa Indonesia.

Additionally, differences of grade, gender, age, the experience of attending private English course, educational background, English ability, and ethnicity cannot be generalized as the factors influencing language attitudes. It is because language attitudes differences based on these factors could not be found significantly across the four former pilot international standard senior secondary schools students. Nevertheless, some factors were found as influential factors within particular schools. This disparity indicates that there is an interaction between socio-cultural factors and students' demographic profiles in constructing language attitudes.

This study also reveals that attitudes toward the English language are the foundation in constructing positive attitudes toward learning English and its role as a medium of instruction. Besides, good teacher's personality, interesting teaching method, and interesting and challenging subject matters are supporting factors in facilitating favorable attitudes toward learning English. Meanwhile, English proficiency achieved through positive attitudes toward learning English stimulates positive attitudes toward using English as a medium of instruction.

In conclusion, the similarity of language attitudes among four former pilot international standard senior secondary schools students implies that different school characteristics did not bring on the diversity of language attitudes. However, it impacted on the reflection of students demographic profiles in their language attitudes.

## 5.2. Limitation

This study was conducted with two limitations dealing with participants and data collecting techniques. The restriction of participants only on the students indicates the weakness of this study because language attitudes are a complicated issue involving many people e.g. teachers and parents. The involvement of these persons will enrich the data and sharpen the analysis. Besides, selection of participants for interview voluntarily may not be representative of target population because they may have been motivated to participate in the study than others. Nonetheless, it is important to note that this study focused specifically on students' language attitudes. Hence, taking students as participants have fulfilled the purpose of this study that is to explore students' language attitudes from insider perspectives.

With regard to the data collecting techniques, the small number of items of the closed-ended questionnaire was not enough to describe students' language attitudes in general. Besides, the absence of observation as one of the techniques in collecting the data especially in eliciting information on the conative domain influenced the depiction of the students' language attitudes. However, opened-ended and interviews were conducted to validate and dig in depth data obtained through closed-ended. In addition, theoretically, the questionnaires and the interviews as self-report can be used to collect the data including the behavioral (conative) domain of the attitudes. Therefore, the students' response to the opened-ended questionnaire which was administered along with the closed-ended questionnaire and semi-structured interviews provide some noteworthy and rich description of students' point of views in filling the research gap.

## 5.3 Recommendation

Based on the finding of this study, there are some recommendations that are potentially useful for practitioners of TEFL such as teachers, curriculum developers, and future researchers. Firstly, for classroom practice, the English teachers are suggested to encourage students to develop positive attitudes in English language learning. In this regard, they have to be sympathetic to their students, use interesting teaching method, and choose appropriate teaching materials. Thus the students will have positive attitudes toward learning English and they will have good English proficiency. When the students have been proficient in English, they will have positive

attitudes toward English as a medium of instruction. For this reason, the teachers are also suggested to familiarize themselves with students' needs and characteristics.

Meanwhile, for curriculum developers, it is recommended to do need analysis before formulating and revising English curriculum. Therefore, the teachers are able to develop teaching materials based on needs of the students. Besides, findings of this study are also recommended to policy makers to help them provide workshops for English and content-subject teachers. It is important to improve teachers' competence related to content knowledge, pedagogical knowledge, and pedagogical content knowledge.

Finally, research on language attitudes within the context of boarding schools is still an underexplored area, particularly within the context of private Islamic boarding schools. This is because private Islamic boarding schools are embedded with uniqueness in their sociocultural aspects that are non-existent in other types of schools. This is an important and potential area for future research in language attitudes, which can be conducted with different research design, more varied instruments, and involvement of more varied groups of participants.