

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations drawn from the finding and discussion of this research. Hence, this chapter is divided into two sessions, there are conclusions, limitation, and recommendations. Conclusions provide the summary of the result of the research. It is composed in line with the research question in order to make the results clear and concise for the reader. In addition, limitation of the study embraces the methodologies and research design. Meanwhile, the recommendations include several ideas regarding this research for people in pedagogical fields including students, and the next researchers who are interested in students' attitudes to learning English as a foreign language.

5.1 Conclusions

The study is aimed to discover junior high school students' attitudes to learning English as a foreign language and how their attitudes are reflected in their learning English. The findings indicated that majority of students have positive attitudes towards learning English. In addition, their attitudes are revealed in their understanding, their perception, their behavior, their interest, and their perception of benefit in learning English, as well as their strategies to improve their learning English. The results are based on the three instruments; questionnaire, interview, and classroom observation. The data which are obtained are analyzed and to indicate how students' attitudes are reflected in their learning English.

From the questionnaire and interview, students' responses towards learning English are positive attitudes. Most of the students agreed on the statement "I like studying English". It is because they enjoy doing English learning activities, such as singing a song, and playing the game, as well as group working. In addition, they are also able to summarize the English subject by themselves. Therefore, they are not difficult to follow the English learning process.

From the classroom observation, that is noted in the observation sheet, students revealed capability to follow the English material during learning English. The students also showed their attention to the English activities, therefore they do the task well. In addition, they are also enthusiastic and enjoyable the English learning.

Therefore, all three instruments indicates that junior high school students have positive attitudes to learning English as a foreign language. One of the factors which influenced students' positive attitudes is their teacher. Besides, students' attitudes also are reflected in their learning. It is revealed on students' understanding, perception, behavior, interest, and perception of benefit in learning English, as well as strategies in developing their learning English.

5.2 Limitations of the Study

The study has some limitations regarding the methodologies and research design. First, this study is limited in participants. It involves a small number of participants and is in the specific context. This study is conducted in one class of seventh grade student at one of junior high school in Bandung. It includes 30 participants in questionnaire and 6 participants in interview. As the participants interviewed only a few, it makes the findings less strong and varied. In addition, there is the limitation of time in classroom observation, hence it will do the final semester assessment.

Second, this study only investigates student attitudes and their learning behaviour towards learning English, not specific skills or material. Some specific research should be taken into measuring the students' attitude and their English learning process regarding gender and participants' background. However, those limitations seem to provide a suggestion for further research on how female and male students' attitude toward learning English as a foreign language, how it is reflected in their English learning process, and whether students' background influence students' attitudes and their English learning.

5.3 Pedagogical Implication

Attitude gives a significant impact on students' English learning and is reflected in their English learning process. The implications are purposefully addressed to English teachers, since attitudes plays an important role in students' learning. By looking at the information gathered from this research about students' attitudes and how it is reflected in learning English as a foreign language, teachers are expected to respect students' beliefs, feelings, and behaviors. In addition, it is crucial for teachers to consider students' interests, needs and abilities in learning and teaching process in order to improve students' positive attitude to learning English as a foreign language as well as make students enjoy the learning. For instance, teachers can create fun activities in the classroom sometime.

5.4 Recommendations

After conducting the research regarding the issues of students' attitudes to learning English as a foreign language and how it is reflected in their English learning process, the researcher finds several additional findings which are really notable to be shared to further researchers.

For the researchers who are interested in conducting the research on the same issue, it is recommended to use new variable in order to obtain different results from different perspective. Then, it will be so much better if the researchers are able to connect the research to the recent theories to keep the research up-to-date. In addition, this study only discovers the students' attitudes toward learning English as a foreign language and how it is reflected in their English learning process. Hopefully, the future research is expected to find out the factors that influence students' attitudes and students' learning process.

5.5 Concluding Remarks

This chapter has presented the conclusions, limitations of the study, and the suggestions for further research.