

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the analysis above, it can be concluded as follows:

1. Students' motivation in learning English at SMPN 1 Sawit Seberang showed interesting variations among the three main components of the L2 Motivational Self System. Ideal L2 Self showed a fairly high level of motivation, with 53.3% of students viewing English as important for their future opportunities, and 60% believing that English could provide better job opportunities in their rural community. Ought-to L2 Self had a more moderate influence, with 40% of students feeling family support in their English learning. L2 Learning Experience showed mixed results, with 50% of students feeling motivated to practice English outside of class, 53.3% enjoying participating in English activities at school, and 56.6% acknowledging the positive impact of teachers' enthusiasm and teaching methods on their motivation.
2. Students' attitudes towards learning English showed a positive tendency in some aspects, but also revealed some challenges. Positive attitudes were seen in students' perceptions of the importance of English for the future (53.3%), job opportunities (60%), and the role of English in preserving cultural heritage (53.3%). However, negative attitudes were also seen, especially in terms of self-confidence in their English language skills, with only 30% of students feeling confident. In addition, 43.4% of students showed negative

attitudes towards the availability of English language learning resources in their area, indicating challenges in accessing learning materials.

3. Factors influencing student motivation and attitudes can be grouped into three main categories. Personal factors, including future vision and personal goals, showed a strong influence with 53.3% of students seeing English as important for future opportunities. Social factors, including family support and community pressure, had a moderate influence with 40% of students perceiving family support. Contextual factors, including learning experiences at school, showed a significant influence with 56.6% of students acknowledging the positive impact of teachers' teaching methods, although only 33.4% were satisfied with the availability of learning resources. Overall, contextual factors, especially those related to learning experiences at school, appeared to have the most significant influence on students' motivation and attitudes in learning English at SMPN 1 Sawit Seberang.

5.2. Suggestion

5.2.1. To Schools/ Policymakers:

Educational authorities and policymakers should invest in enriched language learning environments in rural areas by providing high-quality instructional materials, upgrading facilities, and ensuring access to technology for English acquisition. Curricula should integrate local cultural heritage with English learning to enhance students' appreciation for how English can help preserve and share their indigenous identities. Comprehensive teacher training initiatives are essential to build motivational classroom dynamics, focusing on supportive teacher-student relationships, communicative language pedagogies, and positive classroom climates. Additionally, raising community awareness about the vocational and academic

opportunities provided by English proficiency can foster favorable attitudes towards language learning.

5.2.2. To Teachers

Teachers should create inclusive classroom environments that celebrate diversity, build learner confidence, and reduce language anxieties through affirmation and encouragement. Strategies such as goal-setting activities, visualization exercises, and exposure to role models can help students envision themselves as proficient bilingual individuals. Culturally-responsive learning activities should instill pride in students' linguistic and cultural identities while highlighting the utility of English skills. Engaging, technology-enabled tasks that align with rural students' aspirations are crucial for sustaining motivation. Overall, teachers should focus on creating a supportive yet challenging environment that nurtures self-belief and autonomy in language learning.

5.2.3. To Students

Rural students should actively visualize their ideal bilingual selves and persistently pursue English to achieve personal, academic, and professional goals. They should recognize English as a tool to preserve and share their cultural heritage globally and seek authentic opportunities to use English in meaningful contexts. Cultivating a growth mindset is crucial, viewing English abilities as skills to develop through effort and effective strategies. This perspective fosters resilience and empowers their language learning journey.

5.2.4. For Future Researchers

Future research should explore ideal L2 self-interventions and optimized learning experiences to motivate rural English learners. Investigating the integration

of local indigenous languages and cultural traditions into English curricula could reveal ways to boost interest and investment. Longitudinal studies tracking rural learners' motivation through key life transitions would provide valuable insights. Additionally, cross-cultural comparative research can clarify how motivations and attitudes vary across diverse rural environments. These culturally-grounded understandings are crucial for developing effective, context-appropriate pedagogies that empower marginalized rural students through transformative English education.

By heeding these multi-stakeholder suggestions grounded in the study's findings, concerted efforts can be undertaken to empower rural students by fostering robust motivational and attitudinal foundations for successful English acquisition. Such prioritization holds profound potential to unlock new educational and life opportunities.

