

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on research findings presented in the previous chapters, the conclusion of the study can be stated as in the following which according to the answer of the research problem.

1. English students' attitudes towards English language teaching have been found positive in learning-centered method followed by learner-centered method and language-centered method.
2. English students' attitudes towards English language learning were positive. Otherwise, specifically, students attitudes towards learning English can be shown by each indicator.
  - 1) Attitude towards long-term English learning is viewed positively
  - 2) Interest in culture and communication indicator students were evaluated positively and negatively view which viewed interest in communication mostly and harmful to attached to culture and life style of western English-speaking countries.
  - 3) Perception on studying in school context have been viewed pleasant but also it depends on lecturers' teaching.
  - 4) Images associated with English have demonstrated English as cool, intelligent, and educated language, also beneficial for successful job and worthy to earn money.

- 5) English Learning activities and (6) exposure to English outside school were found from extra course, internet, book, film, chatting, music, TV, banner, advertisement, dictionary, hospital, office, radio, videos, songs, game, library, family, and friend.
  - 7) Self-rated four English skills' students were at the beginner and intermediate level.
  - 8) Self-reported academic English grade of students were spread evenly from 2.75 to 3.80, and higher grade was directed to female students.
  - 9) Identification of English role was argued as important for future such as being professional English teacher, getting easiness for occupation, being modern, great and cool woman and interacting globally with people abroad as it is international language and choosing 'halal' foods means good based on Islam because of using English ingredients.
3. Role of students' gender on English language learning were not found. Some reasons are equalization of opportunity to get knowledge and rights to master international language as well as English. Differences of students' achievements in learning English in which female students have higher grade than that of male students dealt with laziness and personal effortless and nothing to do with gender.

However, their views on English learning differ from male and female students. Male students likely viewed English for communication target, linguistics, and personal satisfaction on language, whereas female viewed English learning as instrumental and character attachment similar to English value. Even male and female students depicted to value English positively, but

there were things account for it differently to direct their behaviors negatively or positively as presented in Table 4.7 and also male or female students had affirmed environmental and pedagogical factors had related-influence to those attitudes.

## 5.2 Implications

Based on reserach findings and discssion, there are some implications that can be generated in order to develop attitudes towards English teaching and learning, as follows.

1. Teachers can make a valuable contribution in developing a friendly relationship with their students,in order to develop a positive attitude towards learning English language, and to conduct English teaching as learning-centered and learner-centered methods.
2. Positive psychological classroom atmosphere needed for learning language, and the errors are considered as a natural part of the process of learning English language.
3. Teachers should motivate the students to learn better English, by highlighting its importance as they need English for getting employment purpose in future, even it is with compulsion.
4. Educators and parents should always encourage learners to read materials written in English like newspapers and magazines as known their exposure of learning English outside campus contributed more.
5. Educators who qualify to teach English must have received a relevant training and qualification in English. If the above condition is taken care of learners

would receive proper knowledge which would help them to develop confidence and they will be competent in the world.

### 5.3 Suggestions

In accordance with research findings and discussion, there are some suggestions that can be derived for the next research in the attitudes dimension on applied linguistics as follows.

1. There should be studies which conduct in depth qualitative approach in order finding can investigate more pattern and reason that is participatory of researcher to enter research context and research data source.
2. There should be studies which announce importance of learner's motivation and other related traits.
3. There should be studies which collaborate English teaching attitude to learning styles.
4. There should be studies which investigate the students-lecturer/teacher relationship to gather further attitudes patterns.