

CHAPTER V

CONCLUSIONS

Based on the findings of the study, this chapter concludes and makes some suggestions to complete this research.

5.1. Conclusion

Following the completion and analysis of the research on a teacher's perception towards students' attitude in learning English after pandemic in SMK Negeri 1 Mundu Cirebon West Java in the academic year of 2023/2024, it is possible to conclude:

Firstly, In the abilities and attitudes of students in the classroom from cognitive, affective, and conative aspects, there were positive aspects such as high interest in learning and enthusiasm for participation. However, there were also challenges such as low activity in completing assignments, lack of willingness to help classmates, and variation in students' confidence levels in actively participating. Creating a supportive and collaborative learning environment was expected to improve student engagement and overall academic performance.

Secondly, teacher indicate a significant difference in students' attitudes towards English learning before and after the pandemic. Before the pandemic, students were highly enthusiastic, interacted actively with teachers and classmates, and attended classes with great spirit. However, there has been a noted shift in student attitudes post-pandemic, with many becoming more passive due to

limited face-to-face interactions during remote learning. This change highlights the importance of addressing challenges faced by students in remote learning environments and developing strategies to support their active engagement despite these new circumstances.

5.2. Suggestions

Based on the result of the research about A Teacher's Perception towards Students' Attitude in Learning English after Pandemic in SMK Negeri 1 Mundu Cirebon West Java in the Academic Year of 2023/2024, the researcher provides some suggestions for students, teachers, and the future researcher.

1. Students

Students class X at SMK Negeri 1 Mundu, Cirebon, West Java, showed variations in students' abilities and attitudes in cognitive, affective, and conation aspects in the classroom. Students demonstrated diverse abilities in answering teachers' questions, explaining topics, and understanding instructions well. They also showed high interest and enthusiasm in learning, although the level of confidence and activeness in completing tasks still needed improvement. Steps to create a supportive and collaborative learning environment could improve overall student engagement.

2. Teachers

It showed a significant difference in students' attitudes towards English learning before and after the pandemic. Previously, students were very enthusiastic and active in direct interaction with teachers and classmates, but after the pandemic, many became more passive due to limited face-to-face interaction in distance learning.

3. Other researchers

For the future researchers who want to conduct the similar research, this study could be uses as reference. Future researchers can advance research on students' attitude from influencing factors or student attitudes from other theoretical aspects.

