

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to present the conclusion and suggestions based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on research findings and discussion of the problem formulations, the researcher divided the conclusions into two parts, the first is about the factors that influence problems in learning English at Mamba'us Sholihin boarding school. That is internal factors which based on the results of questionnaires and interviews indicate that internal factors come from within the students themselves in the form of lack of motivation, lack of self-confidence, lack of interest from students, lack of student attitude in the learning process, and lack of intelligence in mastering English.

And external factors, namely factors originating from outside the students include lack of available accessibility, lack of teacher qualifications, lack of teacher training, limited teaching materials, an uncomfortable environment, and less conducive classrooms. From the findings of the research on these factors, it is hoped that it will make it easier to find solutions to the problems of learning English at Mamba'us Sholihin boarding school.

The second part focuses on the factors that dominate the problems of learning English, this is evidenced by the larger percentage of external factors than internal factors. In addition, the results of interviews with informants provide confirmation of the results of the questionnaire regarding the main factors contained in external factors that affect learning problems, namely the limited media and books used in the learning process, as well as the lack of teacher training which can trigger internal factors in learning problems. For example, if the teacher's delivery is not optimal, it will affect children's interest and motivation in the learning process so that it can cause problems in the learning.

In addition, there are other factors that affect learning problems, namely the COVID 19 pandemic This not only affects English learning but also affects various activities at the Mamba'us Sholihin boarding school. This factor can also trigger the emergence of both internal and external factors in the Mamba'us Sholihin boarding school because the schedule of activities is not yet effective and conducive to make students exhausted by continuous schedule reshuffling, so this reduces interest, motivation, and learning concentration.

B. Suggestion

Based on research findings and discussion that focus on the existence of internal factors, as well as external factors as factors that dominate the occurrence of English learning problems some suggestions are addressed:

1. With the existence of internal factors that cause problems in learning English, teachers should increase their monitoring to the students' English learning, so that teachers are able to find out more about the problems faced by students. From this monitoring, the teacher is then able to take notes to discuss and find solutions.
2. From the external factors that dominate the learning problem, namely regarding the lack of teacher qualifications, it is suggested that Mamba'us Sholihin boarding school should hold teacher training to improve teacher qualifications. From these activities, teachers will gain more experience and knowledge about classroom mastery, new teaching methods and strategies. Besides, the goal of teacher training can also motivate teachers to be more enthusiastic in teaching.
3. Based on external factors that dominate regarding the lack of provision of media and teaching materials, it is suggested that the language department should provide more books whose appearance can attract students to read, so the students will be more eager to learn English if the books provided are varied and interesting.