

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the data interpretation and discussions, the researcher draws the conclusions about the analysis on the factors causing students' English learning difficulties in the elementary level's students of Menara Informatika. The conclusion was about internal factors and the external factors. It was recorded from the field notes of observation and interview.

The researcher concluded that the internal factors of English language learning at elementary level of students were motivation, self-confidence, attitude and self-esteem. From those of them, the most internal factor of English learning difficulties of the elementary level of the students at Menara Informatika was self-confidence. Those factors were shown that students never asked for questions in English to their English teacher, they were not comfortable using English in every class situation, and getting embarrassed related to errors that they generated in English classroom learning. The external factor of English language learning at elementary level of students were teacher, teaching aid and classroom culture. From those of them, the most external factor of English learning difficulties of the elementary level of the students at Menara Informatika was teaching aids factor. Most of the participants admitted that the lack of teaching aids in the class, and limited tools/media of learning.

#### **5.2 Suggestion**

For the teachers, mastering English is very important, teachers should teach English in a variety of ways in accordance with the English learning theory along

with the use of teaching aids that can increase student learning motivation. For the students, they should have a positive attitude towards English lessons and be more active in learning. In addition, students should practice more questions and be more thoroughly so that the difficulty of English learning can be reduced. For parents, parents should always pay attention to the students' learning developer, especially paying attention to the difficulties experienced in English learning. In addition, parents should foster student motivation and give positive suggestions that English is a fun lesson so that students have a positive attitude towards students in English lessons. For the researcher, the results of this study can be developed with similar research so that efforts can be found to overcome other difficulties in English learning.