

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter present: (1) conclusions, and (2) suggestions.

5.1 Conclusions

Based on the results of this study, it can be concluded that the underprivileged students at SMP Negeri 1 Muara Padang, Banyuasin, found some difficulties in learning English. The researcher found several difficulties that underprivileged students faced in learning English in the classroom. They were: (1) afraid of learning English. (2) lack of English mastery. (3) lack of reading ability. (4) unsuitable textbooks, and (5) lack of practice.

First, afraid of learning English. The students felt afraid of making mistakes and felt anxious during the learning English process. Second, lack of English mastery. Difficult in pronouncing English words and lack of vocabularies became factors that made underprivileged students difficult in mastering English subject. The third, lack of reading ability. The students felt difficult in reading the text fluently because of they were lackof reading ability. The fourth, unsuitable textbook. The students stated that the material in their textbook was difficult to be understood. The last, lack of practice. For underprivileged students, practicing English was only at school and they seldom learn English outside the school.

5.2 Suggestions

Based on the conclusion described above, the researcher delivered some suggestions to conduct strategies in learning English for underprivileged students.

The researcher would like to provide the suggestions for the students, the teacher, the school, and other future researchers. First, for the learners, the researcher suggested the learners should be confidence about their ability while learning English, increase their English skills, and should be practice English a lot.

Second, for the teacher, the researcher suggested to give more attention because underprivileged students felt afraid of the subject and seldom in practicing English. The teacher also should be learning more about the characteristics of the underprivileged students itself, so that the teacher could choose the best strategy to teach them. Then, the teacher should give more motivation to the student that English is easy and fun to be learnt.

Third, for the stakeholders of the school, the researcher suggested to provide various media, such as an additional English textbook to teach and support the teaching and learning process related to the lesson and give more time about English lesson so the students have much time in practicing English. Finally, this study can be used as sources for the further research. The researcher expected other researchers could dig more information about underprivileged students difficulties in learning English or found out more information concerning with the most suitable problem solving for them.