

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusions and suggestions for various parties are described. The conclusion section explains the results of the research and the suggestions section contains reviews given in accordance with the results addressed to related parties.

5.1 Conclusion

The purpose of this study was to determine what factors of students learning weaknesses in speaking English in grade 2 MTs Al-Hamidiyah Sionggoton Simangambat District North Padang Lawas Regency. From the result of the research, the researcher can conclude that two factors there are internal factor include : (1) The lack of students interest and motivation in learning English, (2) Less applied in the classroom and outside the classroom, (3) Students don't enthusiastic about learning English, (4) The low speaking ability of students in learning English, while external factors include: (1) Family factors, (2) School factors, (3) Community environment.

And the result of the research, the researcher can concluded that two aspect in the dominant of problem faced by student in English speaking in grade 2 MTs Al-Hamidiyah Sionggoton Simangambat District North Padang Lawas Regency there are Psychological problem include : 1) Fear of mistake, 2) Shyness, 3) Anxiety, 4) Lack of confidence, 5) Lack of motivation, while language aspect include : 1) Inhibition, 2) Nothing to say, 3) Low or uneven participation, 4) Mother tongue use.

The research can conclude that so many way to overcome factors that cause student learning weaknesses in speaking English in grade 2 MTs Al-Hamidiyah Sionggoton Simangambat District North Padang Lawas regency there are eight include : 1) Expand vocabulary before we master English communication and grammar, 2) Knowing simple English grammar, 3) Reading aloud, 4) Conversational English, 5) Reading English writing, 6) Watching English films, 7) Like English, 8) Listening to English songs.

The achievement of the results of the weaknesses of learning English in the 8th grade students of MTs Al-Hamidiyah Sionggoton, showed that 14 (46%) students had difficulty learning to speak English in the high category, while 12 (40%) students had difficulty learning to speak English in the medium category and there are 4 (14%) students have difficulty learning to speak English in the low category. From the results of the weakness in learning to speak English, it can be concluded that the level of weaknesses in learning to speak English in the 8th grade students of MTs Al-Hamidiyah Sionggoton tends to be high.

5.2 Suggestion

Based on the research on the factors of students learning weaknesses in speaking English in grade 8th students of MTs Al-Hamidiyah Sionggoton, the following suggestions can be given:

1. For teacher, teacher should be aware of the weaknesses of speech. This research shows that teachers awareness of students weaknesses is insufficient, because weaknesses have become an important factor affecting students language learning process. Therefore, teacher awareness needs to be increased because weakness is an important factor that affects students speaking ability. Teacher encouragement is needed to make students more engaged and speak English boldly and confidently. In a class, the teacher must create a friendly situation and create a comfortable atmosphere for students to communicate well with all class members.
2. For student, the 8th grade students of MTs Al-Hamidiyah Sionggoton should be able to reduce the level of weaknesses in learning to speaking English at school, by participating in learning using various learning methods and more interesting English subject matter, and according to the needs of students who have been prepared by the language subject teacher English.

3. For further research, for further researchers this research can be developed by analyzing other factors that are thought to affect students weaknesses in learning English in students at school.



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