

CHAPTER V

CLOSURE

This chapter presents conclusions from research and suggestions for the people involved in this study and other researchers for further study that might be carried out in similar fields. First of all, researcher will provide conclusions obtained from the discussion described in the previous chapter. Furthermore, researcher will consider findings, discussions, and conclusions to produce advice related to the teacher's barriers in teaching English subjects in schools in rural areas.

A. Conclusion

According to the discussion of the findings, there are some conclusions as follows:

1. This study found that the barriers faced by teachers in teaching English subjects in schools in rural areas are still influenced by the teacher concerned, the location of the school and rural conditions. Some researchers' findings regarding these barriers namely students' stereotypes towards english, students' attitudes are poor during learning, students' difficulties in vocabulary mastery, and the use of digital dictionary from students' phones.
2. This study has found barriers who have the most dominant effect on English learning in schools in rural areas, which mean greater influence on the effectiveness of English learning. The dominant barriers are the

facilities from schools and villages that do not support learning English and teacher's abilities in mastering English learning methods.

B. Suggestion

1. Ministry of Education

The results of this study show that many barriers lead to a problem where teachers who teach in rural schools are not graduates from related English majors so that English learning is not effective because of differences in understanding that must be faced by teachers who are not from English majors. Therefore, the Ministry of Education should review the placement of teachers in all regions in Indonesia, not only because a school is in rural or inland areas, the educational institutions in the area are lacking supervision from the Ministry of Education. The Ministry of Education will be better if preparing and giving great English teachers and in accordance with their majors so that students in rural schools also feel the perfect English learning.

2. Schools Located in Rural Areas

The results found a significant influence between the barriers that English teachers face and the condition of schools located in rural areas. All suggestions for improvement do not have to focus on teachers and village conditions which really need to be improved, but schools also have an important role to play in making the English learning process more effective. Therefore, schools in this context should not be fixated on the deplorable conditions of rural areas. Schools must have

an effort to make the best contribution to the learning process, one example is providing a kind of generator or solar power to support the provision of electricity during the day. In addition, the funds that are intended for each specific school in rural areas should be used according to the deficiencies possessed by the school so that at least the school has an effort to cover the ineffectiveness of learning in rural schools, especially learning English.

3. English Teacher at Rural Area Schools

The study that focuses on teachers has been ascertained that most of the problem center comes from the teacher, although not all problems exist in the teacher because students and the state of the school are also the origin of the growing barriers in this study. The teacher should pay more attention to the English learning method because the effectiveness of a learning is also very dependent on the method used by the teacher. Many techniques and methods that do not have to use technology in the implementation, instead methods like this can increase student creativity thinking. With this, students will be more motivated and interested in learning English.

4. Other Researches

Based on the findings and discussions in this study, specifically, there are some things that still require deeper observations or research on barriers in teaching English in rural schools. So, the researcher

suggest several things. First, other researchers can examine English teachers who do not teach in accordance with the majors that teachers learn in college, other researchers can examine how teachers can survive with these situations, such as what the teacher does and learn in order to make English learning that teacher apply can be at the same level as other English learning. Second, other researchers can also make deeper observations and research on student stereotypes in the rural area of English such as the origin of the growth of stereotypes and the influence of rural environment or family on this stereotype.