

CHAPTER V

CLOSURE

The researcher wants to offer suggestions and conclusions in this chapter. The research question is addressed in the conclusion, which is supported by chapter IV findings and discussion. These suggestions serve as evidence for the significance of the research that was presented to the parties in Chapter I.

A. Conclusion

1. Most of the respondents said that the difficulties they had in speaking English were in speaking skills from internal factors are that most of them have difficulties in pronunciation in distinguishing homophones and homographs, some students also experience problems in grammar in the form of different tenses with the use of regional languages that do not have tenses similar to English tenses. And external factors that did not support them made it difficult for them to speak good and correct English, namely the factor of friends who did not support them.
2. The researcher found that there were 11 strategies used in the language section or LC, they are, to give the morning vocabularies, to have language movement, to give morning conversation, to give the self-development, to give intensive language lesson to students, to control the memorizing vocabularies, to use the language repairing, to give speech training, to use wall magazine and music media to do bilingual contest and bilingual fun, and to give awards to students.

3. The main problem in implementing the strategy used is as follows: the main problem is in the management section under the language section or LC, namely the dormitory administrator or Mudabbir where caretakers often find negligence in taking care of room members from grades 7- 10.

B. Suggestion

In the framework of intensifying the development of English competence, the writer gives suggestion or contributions as follows:

1. The author expects that the language learning system can be reviewed more thoroughly for LC, especially in the subject of striking a balance between students' competency level of speaking ability and comprehension of linguistic structure. For them to gain a better understanding of how to utilize grammar and pronunciation, more practice and activities are required.
2. The author hopes and anticipates that all Darul Hijrah boarding school students will always have confidence in their ability to learn English. To do this, they simply need to work harder and more consistently.
3. The author hopes that future researchers will conduct research on how to overcome students' concerns about other students in applying the use of English in daily conversations so that some practical solutions can be found.