CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this study about Junior High School students' perception about English subject in school.

5.1 Conclusion

This study reveals Junior High School students' perception about English subject in school. In this study there were 56 respondents from two schools in Surabaya. The findings of the research show that respondents agreed that the English subject materials were easy and interesting, and most of the media used in the classroom were interesting. The respondents also agreed that they enjoyed learning English in the classroom. Despite these, they lacked motivation in learning English. They were pushed by their parents to study English and they studied English subject just to pass the examination. Based on the results on the motivation part, it can be concluded that the respondents had only some extrinsic motivation in learning English.

5.2 Suggestions

The suggestions given in this study are classified into 2 parts: suggestions for teachers and suggestions for future researchers.

5.2.1 Suggestions for Teachers

In this part, the suggestions given to the teachers of school A and school B are as follows:

<u>**School A**</u>

Concerning the materials, the hardest material according to the respondents of school A is speaking and the easiest is reading. For speaking, teacher may have some fun activities that make the students enjoy, teacher has to find out the students' difficulties when they were learning speaking. The teacher can do a persuasive and fun activity to motivate them. Gradually, the most difficult material will be easy to learn for the students. For the easiest, as discussed in the previous chapter, it is better to have different teaching technique, so that the students do not get bored overtime.

For the media use, some media such as films/movies and audio that were considered interesting by the students but they were seldom used by the teacher. Teacher may use these kinds of media in the teaching and learning activities so that the students feel the fun in learning English and may improve their skills.

Most of the students agreed that they were pushed by their parents to study English, teachers may talk privately with the parents about the importance of motivation to the children. Most of the students also agreed that they were studying

English just to pass the examination. Teachers may motivate the students about the importance of English so they do not put the score as the priority.

School B

For the materials, the students have chosen spelling as the hardest and speaking as the easiest. For the hardest part, the teacher may use varieties of fun activity such as "Spelling Bee" game to give students fun in learning English. As for the easiest, the same as school A. Teacher should use different teaching techniques, so that the students do not get bored. For the media used, the students' responses were positive.

For the motivation, teacher may motivate the students about the importance of learning English for their future. The teacher may talk to the parents about how important it is to motivate their children.

5.2.2 Suggestions for Future Researchers

The last suggestions given to the future researchers are as follows:

For the future researcher who will take the same theme of this study, it is better to see more details which have not been analysed in this study. For example, the future researchers can also do a study on the students' motivation in learning English. Besides, the next researcher can involve more respondents to be interviewed to enable him to get a more comprehensive result.

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