

Chapter Five

Conclusion and Recommendation

This section informs about the conclusion of this research. This section concludes the background of this research and the process about how the researcher conducted this research. This section also informs about the findings of this research according to the research questions and some appropriate suggestions.

Conclusion

Based on the two research questions of this study, the aim of this research is to display the difficulties faced by ELED and non-ELED students and also to display the strategies used by ELED and non-ELED students to deal with the difficulties in learning the English language. This research displays the difficulties faced by ELED non-ELED students and their own strategies to deal with the difficulties in learning the English language.

In this research, the researcher finds out that ELED and non-ELED faced difficulties in vocabulary, grammar, pronunciation, developing idea, writing, speaking, and listening. Each of participant whether ELED or non-ELED students faced those difficulties aside from developing idea and writing. Developing idea only faced by ELED students while writing faced by non-ELED students. In developing idea, ELED students mentioned that it's hard to write and pour the idea in to writing even though they already had the idea. Meanwhile for writing, non-ELED students mentioned that they were difficult in using the right tenses and word order.

This research also finds strategies implemented by ELED and non-ELED, only ELED students, and only non-ELED students. The strategies that implemented by both ELED and non-ELED are taking note of the unknown words, learning English through Google, learning English through social media, reading journals, using subtitles, watching English movies, listening to English movies, singing English song, joining course, imitation, and writing and speaking practice. The strategies that implemented by ELED students only to deal with the difficulties in learning English language are reading online comic, remembering vocabulary, reading English article or essays, listening to podcast, telling story using English language, increasing confident, and memorizing form of verbs. Meanwhile, the strategies that implemented by non-ELED students only are joining English activity, doing exercise, getting used to English language, and using the correct English language.

Recommendation

Teachers. According to the finding, teachers can find out some difficulties faced by students in learning English language and use the strategies which are appropriate for teaching English language toward students especially for non-English subject teacher. Beside that, they can distinguish the strategy based on the difficulties that the learner faced in learning English language because each student has their own difficulties.

Students. This research provides students the difficulties in learning English language and the strategies to deal with the difficulties in learning the English

language. The students can analyze their difficulties in learning English and adopt the appropriate strategies to deal with the difficulties. The difficulties and strategies can be various depending on the way of the students learn English language. In addition, by analyzing the difficulties and the strategies by their own they can be more motivated to learn English language.

Future researchers. This research focuses on finding out ELED and non-ELED students' difficulties in learning English language and their strategies that implemented by student to deal with the difficulties. It will be very useful if the other researcher establish the similar topic by increasing the number of participant in order to get the deeper and sharper information and data.