

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this study, the writer is interested in investigating challenges in teaching English for the first year and the strategies to solve them by interviewing and observing four teachers in three elementary schools in Semarang. In this chapter, the writer will draw some conclusions and give suggestion based on data analysis and interpretation in the previous chapter.

#### 5.1. Conclusion

From the findings above, the writer can conclude that there are five challenges that are mentioned by the respondents in the interview and strategies they do to overcome the challenges. The first challenge is students' boredom. To deal with it, teachers teach students using songs, games, and pictures or visual things. The second is students' different attention. To deal with this challenge, teachers give special attention to examine or identify the characteristics of the students in the classroom, and ask parents to pay more attention to their children. The third is students' persistence in using their first language (Indonesian language). To deal with it, teachers do translation, familiarize the students to listen to English sentences, and use English to give commands or announcements to the students. The fourth is students' difficulty in pronunciation. To overcome

this challenge teachers ask the students to pronounce the word repeatedly until they remember how to pronounce it correctly, ask the students to listen to what the teachers pronounce, and ask them to repeat the words or sentences. The next challenge is students' disruptive behavior. To overcome it, the teachers discipline, encourage, and are firm to the students. Besides that, the teachers always manage and control the class during the lesson. However, not all respondents apply the strategies they mentioned.

## **5.2. Suggestion**

The writer suggests the next researchers to examine teachers' beliefs in teaching English for students at first grade of primary school, or the characteristics and effectiveness of learning English for the first grade students of primary school. Moreover, the writer also suggests the next researchers to prove whether the strategies that respondents say above work or not.

The writer hopes that this research can be used as a reference by primary school teachers to improve their skills in teaching English for the first year in primary school, so this study could be useful for classroom learning process.