

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the discussion that has been explained in the fourth chapter, there are two conclusions that can be drawn:

1. The existence of the mindset "English is not the language of my ancestors" is influenced by the beliefs held by students, students' environment, cultural barriers and students' self-regulated learning. First, there are still many students who adopt negative beliefs that trigger the formation of a negative mindset. Beliefs that exist among the students are: students assume that when they learn English it will be useless because there will be no concrete benefits they get after learning English. Therefore, students lose the motivation to give their best effort to be able to master English. Then, students consider that learning English is a difficult and complicated subject to learn. Finally, students underestimate and undervalue their ability to master English. Most students feel that they lack the ability and talent to master English. Second, the student environment also affects the existence of a negative mindset. Students live among people who also adopt the same mindset, such as in families, adults around students and friends at school. This long-established environment makes students become accustomed to conditions where disinterest and hatred of English lessons is normal. Third, cultural barriers. Cultural barriers are conditions

where cultural factors are used as an excuse not to learn English. Fourth, students' self-regulated learning. Students' self-regulated learning is a condition where students cannot determine their learning priorities, students find it difficult to find motivation to learn so that students feel that they do not have the obligation to master English. This external factors are what make the mindset "English is not the language of my ancestors" still exist among the students and is very difficult to get rid of.

2. The negative impact arising from the mindset "English is not the language of my ancestors" affects several aspects of the student learning process. First, the ability of students to follow learning and do assignments that are still poor. Students still cannot focus on following the lesson and often ignore it and students are also not confident in their own ability to do assignments, sometimes students still have to make sure the answer is the same as their friends. Second, the ability to manage self-confidence is still poor. Students still undervalue their ability to deal with English. Third, there is no initiative taken by students to communicate in English. Students become more passive in class and afraid to start a conversation. Fourth, students are unable to manage fear and anxiety-inducing behaviors when dealing with English. Students still often feel afraid and anxious when they have to give a response or opinion in English. Fifth, low ability to manage learning motivation.

B. Suggestions

After completing this research, there are several suggestions related to the issues raised for several parties who are felt to be related:

1. For English Teacher

Reviewing the results of the research that has been carried out, it has been explained that beliefs and students' environment are important aspects that maintain the existence of the negative mindset adopted by students. Teachers must pay more attention to the reshaping of students' beliefs and ensure that while in the school environment, especially English language learning, students must be able to get used to and adapt to create an environment that can trigger students to learn English seriously.

2. For Parents

Parents must be actively involved in the student learning process such as facilitating, providing support and starting to be a good role model for students.

3. For Students

Students should begin to get used to being actively involved in English learning and begin to build a positive perspective towards English. This will greatly help them to be able to follow the learning well.

4. For other Researcher

For future study, it is better to use semi-structured interviews that are more flexible and will make it easier to dig for additional information and if you want to keep using observation, it is better not to confirm it to the English teacher about the observation schedule because the class will be set, so the data produced is not

real. In addition, it is recommended for future research to use tools such as video recording to help the observation process be carried out. This video recording aims to ensure that the observation process is not missed and can be used as a tool to ensure the accuracy of research data. As well as other considerations, Justin's theory can be used as the main theory in future research.

