**CHAPTER V
CONCLUSIONS AND SUGGESTIONS**

This chapter consists of conclusions and suggestions. In the conclusions, the result of the research will be summarized. Furthermore, suggestions for the English teachers, students, and other researchers are also given in the suggestion section.

**5.1 Conclusions**

Based on the result, the researcher concludes: what are the teachers’ perceptions of the connectivity between language proficiency and teaching effectiveness?

The researcher found three points in teachers’ perceptions regarding English language proficiency and teaching effectiveness. First, the researcher found that English language proficiency and teaching effectiveness are important. It can be seen from the result of the interview. All participants stated that English language proficiency is something to do with skills, that is, listening, speaking, reading, and writing. Also, English language proficiency is indeed teachers especially must have proficiency in English. Because English is a foreign language, therefore, must be proficient in speaking English in several aspects.

Second, the researcher found a relationship between proficiency in English and effectiveness in teaching. It can be seen from the teachers’ answers all of the participants stated that there is a relationship between English language proficiency and teaching effectiveness is proficient in speaking, writing, reading, listening, if the teacher has mastered English correctly and if a teacher has implemented the right learning mode in learning, especially in learning English, of course, it will be able to improve student's skills. The teacher will very easily convey it to the children and will effectiveness teaching in the class.

Third, the researcher found that the factors influence the effectiveness of teaching. It can be seen from the result of the interview. All of the participants stated that the factor that influences teaching effectiveness is the ability of students, but it’s not just students. Teachers also have to be more creative and varied in their teaching methods. Also, the factors are the environment/environment of habituation in English, their enthusiasm, motivation, teachers, children, the media, and books. The learning model must be innovative. Then the teacher must also use interesting learning media for students so that students do not get bored when taking lessons. The willingness/desire to try to learn English will be included in the factors that influence teaching effectiveness.

**5.2 Suggestions**

After the researcher knows the real condition and situation, she would like to suggest some possible solutions for teaching English language proficiency and teaching effectiveness, as follows:

1. For English Teachers

English teachers should use an interesting approach to teaching English to make the students learning effective, enjoyable, and enthusiastic participation in the learning process in class. English teachers also must increase English language proficiency to make the students interested in learning English lessons.

1. For The Students

The students should learn English lessons, especially in practice speaking, to add vocabulary. Also, they must change their mindset that learning English lessons is difficult, scary, and nerve-wracking. More enjoyment in learning English lessons.

1. The Another Researcher

The researcher hopes that the research finding will be used as a starting point for future research on similar problems.