

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After the writer analyzed the data in chapter IV the writer conclude:

Based on an assessment using the Rasch Model, researchers found that 23 (38.3%) of the 60 respondents who tended to find it difficult to get support from their parents from all items about parental support during the English learning process during the covid-19 pandemic, and only a few students really get full support from their parents, be it emotional support, cognitive support, or material support. Based on an assessment using the Rasch model, researchers found that only 4 (6.6%) of the 60 respondents most often received support from all items contained in parental support in the English learning process during the pandemic covid-19.

#### B. Suggestion

Based on the conclusions above, the authors propose the following suggestions to teachers, students and other writers who are interested in knowing parental support for students' English learning process as follows:

1. For teachers
  - a. Teachers should pay more attention to students who lack support from their parents.
  - b. Teachers can use this research as additional evaluation material to find out what kind of support parents do not provide to students in the process of learning English.
2. For students

Students must be more active in studying so that they can get more support from their parents during the process of learning English.

### 3. Other authors

For other researchers who want to do research on a similar topic or study, this thesis can be a reference.

