

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study which was drawn from the data collection and findings. It also provides some suggestions for practical significance and future research.

#### 5.1 Conclusion

The result of this research highlighted several main points. Firstly, based on the interview and speaking performance assessment, the students of Pribadi Bilingual Boarding School participating in the research found some difficulties in speaking English. The main difficulties faced by the EFL learners in Pribadi Bilingual High School Bandung were mostly related to linguistic skills which include: grammar, vocabulary, and pronunciation. The evidence that those students face difficulty in speaking English was found in the speaking performance test which depicts the errors that indicate the speaking problems of the students. It can be inferred that the learners' difficulty therefore is in acquiring a system that is different overall—although at certain points there are apparently identical structure in the mother tongue and the foreign language. By assessing the students' speaking performances, it appeared that the most frequent errors made by the students which indicated their speaking difficulties were the use of tenses and article as a part of English grammatical system. However, the difficulty regarding the pronunciation was not seen very clearly in students' speaking performance. Thus, it cannot always be said that errors made by the students were the real portrayal of the speaking difficulties that the learner face, even if it were possible to make wholly accurate prediction in the learners' speaking performance.

Although the students claimed that they faced psychological difficulty such as anxiety in speaking which include nervousness, shy feeling, and fear of making mistakes, the students did not seem to show it as most of them were highly confident

and motivated. Despite the difficulties faced by the students, they also possess some abilities in linguistic and communicative skills. Their abilities were reflected in their daily interaction especially in the classroom. Finally, the observation done in Pribadi Bilingual Boarding School showed that Pribadi Bilingual Boarding School uses English as a medium of instruction. The way the subject contents were delivered using English makes it possible for the students to have improvements in their speaking skills. Considering the circumstances in a bilingual school setting, practicing English would be very much easier since the teachers, friends, and literatures are supportive; however, their own strategies in coping with their speaking difficulties also have contributed towards the improvements in their speaking performances.

## **5.2 Suggestions**

There are at least two suggestions recommended in the present research:

For English teachers:

The research was expected to give a marked benefit to English teachers in enhancing the knowledge on the difficulties that students face in their speaking performances. By discovering what obstacles the students are facing when speaking English, it is also expected that teachers will be encouraged to invent a better teaching method as the strategy of overcoming students' speaking difficulties.

For future research:

The present research discussed mostly about the students' speaking problems in learning English. However, the scope and participants of the research may be very limited. This research was only intended to see the result in a bilingual school which implements English as its language instruction. It is suggested that further research will be done in terms of wider scope and participants in order to see if there is any different result in the findings of the research. It is also expected that the research

will be of great insight for other researchers to conduct a further and more specific research on students' speaking difficulties and their strategy in a new setting.