CHAPTER V

CONCLUSIONS

This chapter presents the conclusions and suggestions dealing with the previous findings and discussion. On the first section, there will be conclusions of overall findings which are in line with the research questions. On the second section, there will be some suggestions for teachers, students, and further research related to NEDS’ students difficulties and strategies in speaking English.

5.1. Conclusions

There are two conclusions that will be presented here. The first is the difficulties encountered by NEDS in speaking English, while the second one is NEDS’ strategies to overcome the difficulties in speaking English. Firstly, this study discovers that there are some difficulties faced by NEDS in speaking English. The major difficulties encountered by NEDS are vocabulary and nervousness.

Secondly, to overcome the difficulties encountered, this study finds some strategies that are used by the NEDS in speaking English and the most strategies used by the students are using Bahasa Indonesia, asking for help, being quiet, smiling or laughing and taking risk. By using Bahasa Indonesia, they can easily speak or answer the lecturer’s questions because it is their first language, while by asking for help, the students will get information about what to say without thinking too hard. Moreover, by being quiet, laughing and taking risk, they are just thinking to finish the moment soon because they do not know what to say or how to say it in English. The students do not know other strategies, and they think those are the simplest way to overcome the difficulties, so then they use the strategies which are mentioned before frequently. However, those strategies do not allow the students to practice a lot in speaking English; they just pass the chance to speak without trying too hard to overcome the difficulties.
5.2. Suggestions

Several suggestions are recommended for English subject lecturers, NEDS, and further researchers.

For lecturers, hopefully by looking at the information provided in this study about difficulties faced by NEDS in speaking English and their strategy used to overcome the difficulties, they can decide which teaching strategies can be used to help the students in improving their speaking skill, make the students interested, and actively involved in the activities, so that they will have a lot of opportunities to speak that cause students’ speaking skill improvement.

Meanwhile, for the students, they can be used information provided to minimize the difficulties they encountered in the process of learning speaking English. The last, it is suggested for further researchers to involve larger respondents from more than one department in order to get better findings that will represent the study better.