

CHAPTER FIVE

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

Based on the research findings, the study comes to the following conclusions:

Firstly, the study found three categories of obstacles that explain the Batam Polytechnic students' reluctance to practice speaking English from the students's point of view: the obstacles related to the students themselves (98.89%), the obstacles related to the lecturers (10.00%), and the obstacles related to the environment (2.22%).

Secondly, The study found also found the same categories of obstacles from the lecturers' point of view; obstacles related to the students themselves (100%), obstacles related to lecturers (66.67%), and obstacles related to environment (33.33%).

There were similarities and differences between the students and the lecturers in viewing the obstacles related to the students themselves. Both the students and the lecturers had the same opinion about the students' limitations in vocabulary and grammar as the main obstacles for the student to practice speaking English. These two limitations did not enable the students to produce sentences for expressing their ideas. The students also worried about their mispronunciation. Yet, the lecturers had different opinion about this case. They did not think that the student's pronunciation had to resemble the native one. Realizing their limitations, the students got afraid of

making mistakes. It made them anxious and shy to be laugh. And because they did not want to take this risk, they finally stopped practicing speaking English and just kept silent or remained speaking Indonesian instead.

The students and the lecturers also had different opinion about the obstacles related to the lecturer. The students felt that the lecturers didn't give them enough time to practice speaking English and that the the lecturers should not teach them fully in English. Yet, the lecturers thought that the allotted time for English class was limited while the class was too big. They insisted on using fully English since they wanted to give the model to the students.

The students and the lecturers had the same opinion again in viewing the obstacles related to the environment. The students complained about the fully Indonesian speaking environment and the lack of the partner to practice speaking English. The lectures said that it was the easiness of the students to give up speaking English that caused these two problems.

Finally, the study found that the possible solution to the sudents' limitation English skill is by teaching them more on vocabulary, grammar, and pronunciation for communicative purposes. The possible solution to the students' inability to manage their emotion is by encouraging them to practice speaking English and facilitating them to do it by creating a relation that is built on trust and respect that leads them feeling capable, competent and creative. And the possible solution to the students' obstacle related the environment is by setting clear guidelines in which the

significance of speaking English is stressed and the permissible condition of when to use Indonesian is clarified.

The findings shows that, in general, the lecturers have done their role quite well, yet they still need to keep encouraging the students practice speaking English and to teach them more on vocabulary, grammar, and pronunciation for communicative purposes.

5.2 Recommendation

5.2.1 For the English Lecturers

It is recommended that: *first*, the lecturers should keep encouraging the students practice speaking English. The students should be given more time and opportunities to speak. The lecturers should speak less and the students need to speak more. *Second*, the lecturers need to teach the students more on vocabulary, grammar, and pronunciation. Yet, these skills should be taught for communicative purposes. *Third*, the lecturers should not to laugh at the students' mistakes or let other students laugh at them. The lecturer may laugh *with* the students but not *at* them. It will create a relation that is built on trust and respect and that leads to students' feeling capable, competent and creative. *Fourth*, the lecturers need to consider about reducing the number of the students in English classes. Yet, they need to discuss with the Batam Polytechnic management, since it relates with the institution financial policy and capability.

5.2.2 For Further Research

The students' reluctance to practice speaking English has become a serious dilemma in ESL/EFL teaching. This problem needs a holistic solution which should involve students, educators, education institution, and researchers. This study is a part of them by having found the obstacles that hinder the students from doing the practice. Yet, since the research was only done in only one site – Batam Polytechnic, it is recommended then to the other researchers to do further and wider studies that involved more than one campus or school.

