

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents conclusions of the study and some recommendations especially for teachers. These conclusions of the study are built up based on the discussion as presented in Chapter Four. Moreover, some recommendations are provided in order to give information as well as guidance to conduct further research concerning the issue.

5.2. Conclusions

This study investigates students' difficulties in speaking English. In addition, this study is also focused on finding out some causes and solutions of the difficulties seen from both students and teachers' perspectives. Thus the major conclusion of the study can be described below.

First, both students and teachers shared a similar perspective on students' difficulties in speaking English. In this case, both the teachers and the students viewed that the difficulties encountered by the students in speaking English were mainly caused by both students' psychological and linguistics factors. As mentioned earlier in Chapter Four, the students and teachers were aware that psychological factors i.e., fear of making mistakes, shyness, lack of confidence and the linguistic factors which include

i.e., lack of vocabulary and incorrect pronunciation have so far been the causes of the difficulties in speaking English in the class.

Second, as has been mentioned above, two main factors causing students' difficulties in speaking English include psychological and linguistic factors. Psychologically, some factors like fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation are the difficulties encountered by the students in speaking English. These factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. This is in line with the teachers' belief regarding their students' shyness in that they thought that the students' shyness was caused by their fear of being laughed at by their peers. In addition, in terms of shyness, the students said that their shyness was caused by their nature as shy persons. This, as mentioned in Chapter Four, hinders them from being able to speak English in the classroom.

In terms of linguistics factors, both students and teachers viewed the same way in that both believed that the lack of vocabulary was the main factor causing a difficulty for the students to speak in English class. Regarding these linguistic factors, the teachers had different points of view concerning pronunciation and grammar. While the students said that both grammar and pronunciation were the causes of their difficulties in speaking English, the teachers, on the other hand, did not think that way.

Finally, to turn to the possible solutions to overcome students' difficulty to speak in English class in terms of both psychological and linguistic factors, the students and the teachers believed that motivating the students to be more confident to speak and discussing more with their peers first before speaking in front of the class were effective to solve their difficulties to speak English. This shows that both teachers and students believed that motivation is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. Furthermore, the teachers believed that promoting personal approach techniques toward the students in their teaching was the solution to overcome the students' difficulties particularly those caused by some psychological factors i.e., fear of making mistakes and shyness. All these suggest the importance of creating a supporting atmosphere of learning in the classroom.

5.3. Recommendations

In line with the topic under discussion which is about students' difficulties in speaking English as illustrated above, the following recommendations are worth trying especially by the teachers teaching in the site.

First, it is recommended that teachers keep encouraging and motivating students to speak English in the class. In addition, teachers should also be more aware of their students' difficulties and reluctance to speak in English class. As mentioned before,

the students have difficulties to speak in English class caused both by some psychological factors like fear of making mistakes, lack of confidence and some linguistic factors including vocabulary, grammar and pronunciation. Therefore, paying attention to the factors in order to help students to speak is urgent to be done by the teachers.

Second, to reduce students' fear of making mistakes which is one of the psychological factors, teachers should be able to create a supporting atmosphere in the classroom so that all students are not afraid to talk. Moreover, it is also suggested that the teachers find out good and enjoyable teaching techniques that encourage and motivate students to speak in English class.

Finally, to help students gain more knowledge of some linguistics aspects such as vocabulary and grammar, it is also important that teachers teach the elements explicitly. This way is expectedly contribute to the development of the students' speaking in English.