

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research.

5.1. Conclusion

In conclusion, this study found that students at SMKN 1 Percut Sei Tuan, particularly those in class X-DPIB 1, faced four main problems in speaking English during conversation: inhibition, having nothing to say, low or uneven participation, and frequent use of the mother tongue. These issues are closely tied to psychological barriers such as shyness, fear of making mistakes, and lack of confidence, which often prevent students from speaking up. The problem of “nothing to say” reflects students’ limited ideas or uncertainty about what to express, while uneven participation shows that conversations are often dominated by a few confident speakers, leaving others silent. In addition, many students rely on their first language during conversations because it feels easier and more comfortable than trying to express themselves in English.

When dealing with these problems in conversation, most students relied on strategies such as avoiding communication where the students handle their difficulties in speaking by avoiding certain topics, changing the subject, or even remaining silent for a moment so as not to make a mistake. Some students used non-linguistic resources like gestures or body movements or non-verbal expressions to explain meanings that they cannot express with words. Others switched to their native language that carried out by mixing their native language (Indonesian) into the conversation when they cannot find the appropriate vocabulary in English. In addition, some students asked for

help by seeking support from others or using certain resources to overcome their difficulties.

5.2. Suggestion

From the results of this study, the researcher provides the following suggestions that may be useful for students, teachers and for other researchers.

1. For Students

Students are encouraged to be more confident in using English during conversations, even if they are afraid of making mistakes. The more often they practice, the easier it will become to overcome shyness and hesitation. To avoid the feeling of having “nothing to say,” students can prepare simple ideas beforehand and try to learn new vocabulary from books, movies, music, or conversations with friends. Rather than staying silent or switching quickly to their mother tongue, they should challenge themselves to use English as much as possible, even in short sentences. Students can also support each other by practicing in pairs or small groups, joining English clubs, or creating fun speaking activities together.

2. For Teachers

Teachers should develop teaching activities in classroom settings where students are less afraid of making mistakes and more supportive. Teachers can make use of approaches like positive reinforcement, group work and communicative practice to reduce the inhibition of students so they are not shy to speak English. Teachers also can reduce participation gaps by applying strategies such as pair work or small group discussions, which create safer spaces for students who are less confident. For instance, teachers can set clear rules for when English must be

used, provide structured activities that require English interaction, and offer scaffolding such as vocabulary support or sentence starters. In real classroom practice, encouraging gradual shifts from the mother tongue to English can balance the need for comfort with the goal of improving fluency. By applying these strategies, teachers can help students become more accustomed to using English consistently, which in turn supports long-term language development.

3. For Other Researcher

The future researcher can use this research as the related relevance research and developed this analytical research about students' strategies in overcoming their problems in English conversation which may not mention in this study.

