

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the analysis and findings of this research, two main conclusions can be drawn in accordance with the research questions.

1. The findings indicated that students face difficulties when speaking English, namely, inhibition, nothing to say, low participation, and mother tongue use. Of these four difficulties, inhibition is the most dominant problem faced by students. Students feel shy, worried, and afraid of making mistakes when speaking English. This obstacle affects their comfort in communicating in English, and students also end up feeling reluctant to participate in class. The next difficulty is having nothing to say, which is characterized by students' inability to express their ideas or opinions in English. Students who are confused about explaining their ideas or opinions in English will tend to show low participation in class. As a result, students prefer to use their native language, even in English lessons, so that students' opportunities to practice using English become even smaller. The findings in this study conclude that the first research question regarding the types of students' speaking difficulties has been answered.
2. The difficulties faced by students were influenced by linguistic and non-linguistic factors. Linguistic factors included limited vocabulary, lack of grammatical knowledge, and pronunciation problems. Meanwhile, non-linguistic factors that affect students' English speaking ability include

psychological factors such as anxiety, lack of confidence, and fear of making mistakes and being criticized by friends and teachers. Meanwhile, social factors are related to the learning environment at school and at home. These factors are interrelated and influence students' English speaking ability. The psychological barriers experienced by students cause them to limit themselves from trying, thereby slowing down the development of their linguistic abilities.

5.2 Suggestion

Based on the result of this research, the following suggestions are proposed for teachers, students, and future researchers:

1. First, for English teachers of eighth-grade students at SMP N 27 Medan, teachers should create a more supportive and enjoyable learning environment to reduce students' anxiety and fear of using English to communicate. The most dominant difficulty faced by students is inhibition. Teachers should create activities that provide space for students to make mistakes so that students feel more accepted even when they make mistakes while practicing their English speaking skills. Then, teachers should provide positive feedback to students to boost their confidence.
2. For students, this study shows that they are interested and motivated to learn to communicate in English. Therefore, it is suggested that students improve their vocabulary and grammar skills so that their speaking skills continue to develop. In addition, students need to practice more often with friends or teachers, both during and outside of class, for example, at home. This is

beneficial so that students become comfortable and more confident in improving their English language skills.

3. For future researchers, this research is still limited, but it would be beneficial for future researchers to conduct in-depth research on aspects of speaking difficulties such as speaking anxiety, interaction patterns in the classroom during English lessons, or strategies for dealing with the difficulties students face when speaking English. This research can provide broad insights into speaking difficulties.

