

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study investigates grammatical complexity as a hidden barrier in shaping students' willingness to communicate (WTC) in English among seventh-grade students at SMPN 17 Medan. Based on the findings from interviews and questionnaire data, it can be concluded that grammatical complexity significantly influences students' communication behavior in English learning contexts.

Grammatical complexity functions as a cognitive burden for students during speaking activities. Students experience difficulty in processing grammatical rules such as tenses, sentence structures, and verb forms while simultaneously attempting to express their ideas. This cognitive overload creates a gap between grammatical knowledge and actual speaking performance, which ultimately reduces fluency and spontaneity in communication. Grammatical complexity also acts as an affective barrier that generates fear, anxiety, and embarrassment among students. Many students are afraid of making grammatical mistakes and being negatively evaluated by teachers or peers. This emotional pressure decreases their confidence and makes them reluctant to participate actively in English communication.

The findings show that students tend to overthink grammar during speaking activities. Instead of focusing on message delivery, they continuously monitor grammatical accuracy, which leads to hesitation, pauses, and reduced fluency. This overthinking reduces students' spontaneity in communication and limits their willingness to take communicative risks. Grammatical complexity leads to communication avoidance behavior. Students often choose silence even when they know the correct answers, as a strategy to avoid embarrassment or grammatical mistakes. This behavior indicates that students'

reluctance to communicate is not caused by lack of ideas, but by fear of incorrect grammar usage.

The triangulation of interview and questionnaire data confirms that students generally perceive grammar as moderately to highly difficult, while their willingness to communicate remains low. Therefore, grammatical complexity can be concluded as a hidden barrier that influences students' willingness to communicate in English through cognitive, emotional, and behavioral dimensions.

5.2 Suggestion

Based on the findings of this study, several suggestions are proposed for teachers, students, and future researchers.

For teachers, it is recommended to create a supportive and low-anxiety classroom environment that encourages students to communicate without excessive focus on grammatical accuracy. Teachers should prioritize fluency and meaning over strict grammatical correctness during speaking activities, especially at the early stages of learning. Providing positive feedback and reducing fear of error can help increase students' confidence and willingness to communicate in English. Teachers are also encouraged to use communicative activities such as group discussions, role plays, and pair work to reduce individual pressure and promote interaction.

For students, it is suggested that they should develop a more positive attitude toward making grammatical mistakes as part of the learning process. Students need to understand that errors are natural in language learning and should not prevent them from speaking. Increasing practice and exposure to English communication can help reduce fear and improve confidence over time. Students are also encouraged to focus more on conveying meaning rather than achieving perfect grammar during speaking activities.

For future researchers, it is recommended to conduct further studies on other factors that may influence students' willingness to communicate, such as motivation, classroom environment, personality traits, or teaching strategies.

Future research may also expand the sample size or use different research designs to obtain more comprehensive findings regarding the relationship between grammatical complexity and WTC in different educational contexts.



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