

CHAPTER V

CONCLUSION

The researcher presents the conclusion of the data in this chapter, which are followed by recommendations for the teacher, students, and the researcher in the future.

5.1 Conclusion

Based on research finding and discussion in the previous chapter before, the researcher makes conclusions as follows:

1. The difficulties that faced by the students while learning speaking in English.

As the result of observation, interview, and documentation that carried out by the researcher above, it can be described that the students of VII-6 MTsN Tanjungbalai had a low level/degree of speaking English skill as what the characteristics for a success speaking class asked before, so this condition need to be improved. The majority of the students struggled to speak English clearly and to produce words, some phrases, and sentences in English. Nevertheless, there were a few students who excelled in English, particularly in speaking it. Unfortunately, the amounts of students who performed well in English was in the minority. Students with weak English language skills largely dominated the class. Some difficulties that faced by the students are lack of vocabulary and grammar proficiency, as well as their shyness, anxiety, fear of making mistakes, and trouble pronouncing words. This happened for some reasons.

2. The factors of students' difficulties in learning speaking skill.

The majority, although not all, of the students struggle with learning to speak English. Because of these difficulties, they find it challenging to communicate in English. Various factors can influence the development of such a condition. It can be because of the teacher, the lesson, the surroundings, or even them. From this research, the researcher found that the main factors are the low degree of their interest for English, environment factors, and limited of practice and

small opportunities. Actually, a limited of practice was the main problem. They lack the time to practice their English. We should practice both speaking and listening in addition to speaking, because speaking includes listening awareness. In contrast, the teacher spoke more in her native language and the local tongue than in the students' language of instruction. It implies that the students did not regularly interface with English.

5.2 Suggestion

Finally, it is well known that the majority of students confront numerous difficulties when learning to speak English. This can be seen in the research's findings and results. The researcher makes recommendations for the school, the teacher, the students, and the future researcher based on her findings.

a. For the school

Designing a new program, particularly an English program such as extracurricular activities or an English community, as a resolution to students' challenges, especially in speaking English, is a reasonable alternative strategy in solving the students' speaking English problems.

b. For the teachers

It is essential to provide full motivation and support to students, as well as to stimulate their opinions, in order to increase their interest in learning English, particularly speaking. Encourage students to communicate in English at all times. Then, choosing the most exciting method and media that is appropriate for the class situation and the material available. As a result, the students will not be bored enough to accept the teacher's content and finally the use of local languages is being reduced.

c. For the next researchers

This study focuses on the problems that first-year students at MTsN Tanjungbalai have learning to communicate in English. As a result, by continuing this research, future researchers will be able to utilize it as a reference. The following researcher can explore further deeper into the connected issue.