

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions and the suggestions of this research. conclusions describes students' problems in speaking as performance in classroom presentation at the third semester students of English Education Department. Then, suggestions taken based on findings and conclusions obtained in this research.

#### 5.1 Conclusion

Based on the findings and discussion above of eight respondents in the third semester English education Department, for answering the first question “What are the students’ problems in speaking as performance?” the researcher concluded the main problems that students’ faced in speaking as performance that is inhibition, nothing to say, low participation, and mother tongue used. After several observation, interview, and students performance in making presentation, the data showed that inhibition is the main problem student mostly faced then followed by nothing to say, low participation and mother tongue used.

Next is the conclusion to answer the second question “What are the causal factors of students’ problems in speaking as performance?” most of causal factors that students’ often faced when presentation is anxiety, all of the students had anxiety when performing speaking, then some students had lack of vocabulary, poor in grammar, poor in pronunciation, lack of self confidence and fear of making mistake.

Based on the research, we can conclude that psychological factors affected students’ speaking performance more than the linguistic factors.

#### 5.2 Suggestion

The researcher have some suggestions as it is needed to minimize students’ problems in speaking as performance:

The majority of English speakers are found in nations where the language is used as a foreign or second language, so it is important for the students to understand that awareness may be the first step in developing a habit of speaking English. Since they are studying English and are expected to talk fluently and accurately toward the target language when giving a presentation, students should be made aware of how important it is to speak English. More vocabulary and structure practice, according to the majority of EFL students and perhaps some lecturer, can alleviate oral communication issues. However, language learning and use in a foreign setting are closely linked to the learner's self-constructions. The students' preparation was evident in the presentation's outcome. Students should be aware that everyone needs to prepare before giving a presentation. This is due to the fact that thorough preparation and extensive practice prior to the presentation would help even make them feel more at ease and boost their confidence when they delivered their material.

For the lecturer, such activities include raising students' understanding of the value of English, piquing their interest in the language, and fostering their confidence. In order to improve pronunciation, professors might also regularly offer opportunities to chat freely and practice correct pronunciation and intonation. Students will feel more confident speaking English after practicing this. Therefore, the instructor should foster a friendly environment where students are encouraged to speak English and are commended for doing so.

For the following researcher, they can expand on this study, use it as a reference, and also look into additional issues like the challenges of preparing presentations or variables that affect how students present themselves in class.