

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings from interviews with 15 students at SMA Negeri 4 Kupang, several key factors were identified as challenges in learning English, which include difficulties in translation, lack of vocabulary, and lack of motivation. These challenges significantly hinder students' ability to learn English effectively and are interconnected, affecting various aspects of the learning process.

Firstly, translation difficulties stem from limited vocabulary and uncertainty in understanding new words and grammatical structures. Students often struggle with translating words from English to Indonesian and vice versa due to their insufficient vocabulary and lack of confidence in their ability to produce accurate translations. Many students rely on external resources such as dictionaries or online tools, which, while helpful, indicate a gap in their language skills and a dependence on technology rather than internalizing the language.

Secondly, the lack of vocabulary significantly impedes students' communication skills in English. Students feel frustrated by their inability to express themselves fluently, which not only affects their speaking skills but

also their overall motivation to learn. Vocabulary limitations lead to difficulties in understanding lessons, participating in conversations, and retaining new information, which can result in reduced enthusiasm for learning the language. Additionally, problems with pronunciation and forgetfulness of learned words further discourage students from engaging in language learning.

Lastly, a lack of motivation is a crucial barrier that affects students' progress in learning English. This demotivation stems from various factors, including a monotonous teaching style, an uninspiring classroom atmosphere, and students' fears of making mistakes. Without an engaging teaching approach, students struggle to remain interested in lessons and feel disconnected from the learning process. Moreover, the fear of making mistakes during translation or speaking causes some students to shy away from active participation, further reducing their chances of improving their language skills. External factors, such as lesson timing, also contribute to students' decreased motivation, especially when lessons are scheduled in the afternoon when energy levels are low.

In conclusion, these three issues—translation difficulties, lack of vocabulary, and lack of motivation—are interconnected and must be addressed comprehensively to enhance the quality of English learning for students at SMA Negeri 4 Kupang.

5.2 Suggestions

To address the challenges identified in this research, the following recommendations are made:

1. **Expanding Vocabulary:** Teachers should incorporate activities that help students build a larger vocabulary base. This could include regular vocabulary exercises, word games, and reading activities that introduce students to new words in context. Encouraging students to use new vocabulary in writing and speaking tasks will help them internalize the words and boost their confidence in using them.
2. **Focused Translation Practice:** To improve students' translation skills, teachers should provide targeted translation exercises that allow students to practice translating texts of varying difficulty levels. These exercises should include a focus on grammar, sentence structure, and word choice to help students understand the nuances of both languages. Teachers can also integrate discussions about translation strategies to help students develop better problem-solving skills when they encounter unfamiliar vocabulary.
3. **Motivating Students:** Teachers should work to create a more engaging and dynamic classroom environment. This can be achieved by incorporating diverse teaching strategies such as interactive activities, group work, and multimedia resources. Ice-breaking activities at the beginning of lessons can help set a positive tone and encourage student participation. Varying

the teaching approach and incorporating student-centered learning will help maintain interest and motivation.

4. **Building Confidence:** To address students' lack of confidence in translating and speaking, teachers should create a supportive and non-judgmental classroom atmosphere where students feel comfortable making mistakes. Encouraging peer collaboration and providing positive reinforcement can help boost students' self-esteem and reduce their fear of making errors.
5. **Lesson Timing:** Schools should consider scheduling English lessons at times when students are likely to be more focused and energetic, such as in the morning or early afternoon. Alternatively, teachers could modify the lesson structure to include short breaks or energizing activities to help students stay engaged during longer lessons.