

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions of this research and some offer of suggestion. The conclusion and suggestion are drawn based on the research findings and discussion.

#### **5.1 Conclusion**

This study aimed to explore the challenges faced by Grade 11 students of SMA Negeri 1 Amarasi in learning English speaking skills. Based on qualitative data gathered through interviews, it was found that students encountered a range of obstacles that can be classified into both linguistic and psychological categories.

Linguistically, the students struggled with vocabulary deficiency, pronunciation issues, grammar limitations, and difficulties in understanding native speaker speed as well as various English accents and dialects. These challenges significantly hindered their fluency, accuracy, and overall ability to communicate ideas effectively in English. Psychologically, many students reported feelings of anxiety, shyness, and discomfort during speaking tasks. Moreover, the lack of practice opportunities and the pressure to speak under time constraints further reduced their confidence and willingness to participate in speaking activities.

In summary, the development of speaking skills among the students was affected by a combination of internal and external factors. A comprehensive and supportive learning environment is essential to help students overcome these

challenges and develop both their linguistic competence and communicative confidence.

## **5.2 Suggestion**

Based on results of the research, the author provides some suggestions that are expected to help improve the learning of English speaking at SMA Negeri 1 Amarasi:

### **1. For Teachers:**

Teachers are encouraged to incorporate more interactive and supportive speaking activities in the classroom, such as group discussions, role plays, and games. It is also important to provide a non-threatening environment where students feel safe to make mistakes. Teachers should consider adjusting their speaking speed, offering repeated exposure to diverse accents, and giving students enough time to organize their thoughts during speaking tasks.

### **2. For Students:**

Students should be encouraged to expand their vocabulary and practice speaking regularly, both inside and outside the classroom. They are also advised to listen to a variety of English audio materials (e.g., podcasts, films, songs) to become more familiar with different accents and speaking styles. Overcoming anxiety and building confidence may take time, so students are encouraged to be patient and consistent in their practice.

### **3. For Future Researchers:**

This study focused on a qualitative approach with a limited number of participants. Future research may involve a larger sample size, incorporate classroom observations, or compare students from different regions or schools to obtain broader and more comprehensive insights into the challenges of learning English speaking.