

## **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 finding and discussion.

#### **5.1 Conclusion**

The study concludes that English speaking fluency among UKAW students is influenced by three main factors: cognitive, linguistic, and affective. These three factors are interrelated and contribute collectively to the development or inhibition of students' speaking abilities. Cognitive challenges such as limited vocabulary, anxiety, and overuse of fillers impact fluency and clarity. This means that when students lack sufficient vocabulary, they struggle to express themselves accurately, In addition, anxiety during speaking tasks may overwhelm the cognitive processing capacity of learners, resulting in disrupted fluency and reduced clarity in their spoken output. Linguistic issues, particularly in pronunciation, stress, and intonation, hinder effective communication. Mispronunciations or incorrect use of intonation can make the message difficult to understand, even if the grammar and vocabulary are otherwise accurate, creating barriers in listener comprehension. Furthermore, lack of awareness or practice in applying proper stress and rhythm may result in speech that sounds unnatural or monotonous. Affective factors like fear of making mistakes and low self-confidence further inhibit students' speaking abilities. When students are afraid of being judged or corrected, they may avoid

speaking situations altogether, limiting opportunities for practice and growth, while low self-confidence can diminish their willingness to take communicative risks. Therefore, improving fluency requires a comprehensive approach that includes vocabulary enhancement, pronunciation training, and emotional support to build confidence and reduce anxiety. Such an approach must be applied consistently in classroom instruction, with teachers providing safe spaces for communication, constructive feedback, and encouragement, in order to holistically support learners in their journey toward fluent and effective English speaking.

## **5.2 Suggestions**

Based on the conclusions above, the researcher offers the following suggestions:

1. For Students at UKAW:

Students are encouraged to take an active role in improving their English-speaking fluency by regularly practicing with authentic materials such as English videos, articles, podcasts, and interactive media related to their interests and daily lives. Engaging with real-world content helps improve vocabulary, pronunciation, and understanding of natural language use. Additionally, students should build habits of self-practice, such as speaking in front of a mirror, joining English-speaking clubs, and participating in class discussions without fear of making mistakes. Confidence can grow through consistent practice and openness to feedback from both peers and instructors.

## 2. For Future Researchers at UKAW:

Future research at UKAW can explore the effectiveness of different types of authentic materials such as social media content, movies, or podcasts in improving not only speaking skills but also listening, reading, and writing abilities. Comparative studies between traditional and innovative teaching approaches could provide deeper insights. Moreover, longitudinal studies involving diverse student groups and extended observation periods are recommended to evaluate the long-term impact of these materials on language fluency. Researchers are also encouraged to investigate the role of emotional and psychological factors in greater depth, particularly how motivation, anxiety, and self-confidence affect language learning outcomes.