

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

This study concludes that the English language proficiency of EFL students from Sabu is influenced by seven interrelated factors: motivation, age, learning style, learning strategies, intelligence, personality, and language aptitude. Among these, motivation emerged as the most dominant factor influencing learners' success. Sabunese students are strongly motivated by instrumental goals such as future careers and global communication, as well as by integrative reasons including the desire to introduce their culture to others. Age also plays an important role, where students who started learning English earlier tend to have better pronunciation and vocabulary mastery, while older learners depend more on analytical thinking and structured practice to understand grammar. Learning styles are closely related to students' early experiences of acquiring the Sabu language, where they learned through listening, imitation, and repetition; thus, they prefer interactive and practice-based learning approaches. Learning strategies such as memorization, repetition, and direct practice are used to overcome limited English exposure, with hands-on activities helping students retain vocabulary and pronunciation more effectively. Intelligence influences how easily learners process vocabulary, understand grammar, and apply analytical thinking, although its role interacts with motivation and effort. Personality affects students'

confidence to practice English—those who are confident participate more actively, while shy students tend to avoid speaking opportunities. Lastly, language aptitude supports students' ability to recognize sounds, remember vocabulary, and understand grammar patterns, though most believe that these skills can be developed through continuous practice and perseverance. Overall, this study supports the theoretical framework of Ellis (2008), emphasizing that English proficiency results from the dynamic interaction of internal learner variables rather than a single determining factor.

## **5.2 Suggestions**

Based on the findings, it is suggested that teachers design English instruction that accommodates students' varied learning styles and promotes active participation through interactive and communicative methods. Students are encouraged to increase their motivation, apply effective learning strategies, and practice English regularly to strengthen vocabulary, grammar, and pronunciation. Educational institutions should provide adequate facilities, teacher training, and supportive learning environments such as English clubs to enhance exposure and engagement. Future researchers are recommended to expand the participant scope and explore each factor in greater depth, or apply mixed-method approaches to gain a more comprehensive understanding of how these internal factors interact in shaping English proficiency among multilingual learners, particularly those from Sabu.