

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides a conclusion after explaining about the findings and discussions in the previous chapter. The conclusion addresses the research questions raised by this study.

A. Conclusion

In summary, the utilization of autonomous methods has a profound influence on the oral communication skills of EFL students. Through taking responsibility for their learning via self-directed activities like talking to themselves, singing English songs, practicing storytelling, reading books, taking courses, watching movies or films, speaking with native speakers, and using technological applications, learners notably enhance their capacity to communicate effectively. These independent approaches encourage deeper interaction with the language, enabling students to practice speaking in various situations and at their own speed, thereby fostering confidence and proficiency.

Nevertheless, the results from an adverse survey emphasize that despite these advantages, EFL students still encounter numerous obstacles. Challenges such as grammatical complexities, limited vocabulary, pronunciation issues, fluency challenges, and comprehension difficulties persist, indicating that while autonomy is beneficial, it is not a cure-all. Time management and motivational hurdles, including procrastination and boredom, further complicate the learning journey, underscoring the need for autonomous strategies to be supplemented with structured guidance and motivational frameworks.

In general, while autonomous methods offer significant benefits in enhancing speaking skills, they should be accompanied by supportive teaching techniques and materials that address the specific hurdles faced by EFL learners. By merging self-directed learning with tailored support, educators can assist students in surmounting obstacles and attaining higher proficiency in their oral communication skills.

B. Suggestion

The study's findings have implications for students who want to enhance their learning experiences outside of traditional classroom settings by implementing the strategies identified by the researcher. To improve their speaking skills, EFL learners have the option to adopt various independent strategies that have been proven to be effective in achieving better results. Initially, engaging in regular self-practice by recording and listening to their speech can assist learners in identifying and rectifying issues related to pronunciation and fluency. Utilizing language exchange platforms to engage in conversations with native speakers or other learners can provide learners with authentic practice opportunities and exposure to different accents and speaking styles.

Moreover, incorporating technology such as speech recognition software can provide immediate feedback on pronunciation and grammar, enabling learners to make targeted improvements. Learners can also benefit from shadowing exercises, where they imitate the speech patterns of native speakers from movies, podcasts, or other audio resources. Lastly, setting specific and measurable goals for speaking practice, such as participating in a certain number of conversations

per week or delivering presentations on specific topics, can help learners stay motivated and track their progress. By implementing these strategies, EFL learners can enhance their confidence and proficiency in speaking, enabling them to engage in spontaneous and effective communication. Future researchers should encompass English students across different educational levels, including various participants.