

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the research conclusions and recommendations for further research on the challenges and strategies in learning English speaking among tenth-grade students with different speaking abilities.

A. Conclusion

Based on the findings and discussion, it can be concluded that tenth-grade students at SMAN 1 Plosoklaten experience various challenges in learning English speaking skills. The challenges identified include low self-confidence, limited vocabulary, difficulty in achieving fluency, fear of making pronunciation mistakes, and limited understanding of grammatical aspects, particularly tenses. Among these, difficulty in speaking fluently and limited vocabulary emerge as the most dominant challenges, especially among students with middle and low proficiency levels.

Furthermore, the study reveals that the primary contributing factors include an unsupportive learning environment, limited opportunities for speaking practice, and low learning motivation. The findings indicate that students are rarely exposed to communicate in English in both classroom and daily contexts, which restricts their ability to develop speaking fluency and confidence. Additionally, the unequal participation in classroom activities further limits students' opportunities to actively practice speaking.

In response to these challenges, students employ various learning strategies that are adaptive and problem-oriented. These strategies include the use

of digital media to enhance vocabulary and pronunciation, preparation before speaking such as memorizing and organizing ideas, the use of simple communication strategies to maintain interaction, and participation in private English courses to gain additional practice and guidance. The selection of these strategies reflects students' efforts to adjust their learning approaches based on the specific difficulties they encounter.

Moreover, the findings demonstrate a clear relationship between the types of challenges faced and the strategies employed by students. Students tend to select strategies that directly address their specific difficulties, indicating that their learning behavior is strategic and responsive. This suggests that effective speaking development is not only determined by linguistic competence but also by students' ability to apply appropriate learning strategies in overcoming their limitations.

In conclusion, English speaking ability among tenth-grade students is shaped by a complex interaction of internal and external factors, as well as the strategic efforts made by students to overcome their challenges. These findings highlight the importance of understanding students' difficulties and supporting them through appropriate learning environments and strategy-based approaches to enhance their speaking competence.

B. Suggestion

Based on the conclusions of this study, several suggestions are proposed as follows:

1. For Teachers

Teachers are expected to create a more supportive and interactive learning environment that encourages students to actively participate in speaking activities. They should provide more structured and consistent opportunities for speaking practice and apply communicative teaching strategies that focus on fluency development rather than solely on grammatical accuracy. In addition, teachers are encouraged to integrate digital media into classroom instruction and provide constructive feedback to help reduce students' anxiety and improve their confidence.

2. For Students

Students are encouraged to be more active and confident in practicing English speaking both inside and outside the classroom. They should make use of available resources, such as digital media, to improve their vocabulary and pronunciation. Furthermore, students are advised to develop independent learning habits, such as preparing ideas before speaking and practicing regularly, in order to gradually enhance their fluency and speaking confidence.

3. For Schools

Schools are expected to support the development of students' speaking skills by providing a learning environment that promotes the use of English. This can be achieved through programs such as English-speaking days, language clubs, or other extracurricular activities that provide additional opportunities for students to practice English in meaningful contexts.

4. For Future Researchers

Future researchers are suggested to conduct further studies with a broader scope, such as involving more participants or different educational contexts, to obtain more comprehensive findings. They may also investigate the effectiveness of specific teaching strategies or interventions in improving students' speaking ability, particularly in addressing both linguistic and affective challenges.