

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Based on the research findings and discussions, the researcher concluded that the participants' reluctance to speak using English during classroom discussions was due to various factors. The researcher then divided these factors into three different themes, linguistic factors, psychological factors, and learning proponents. Linguistic factors are related to the extent to which students master the language components. The three sub-themes of this factor include lack of vocabulary, lack of pronunciation, and lack of grammar. The second theme is psychological factors which emerge due to the mental condition of the participants which relates to their emotions, beliefs, and attitudes toward English-speaking activities, in this case, classroom discussion. For this factor, the sub-themes include fear of making mistakes, fear of being criticized, lack of self-confidence, nervousness, and low self-esteem. The final theme, learning proponents, includes all supporting aspects and circumstances that can help or hinder student learning. For this theme, the sub-themes were unsupportive environment, difficult course subject, and lack of practice. In addition, the researcher found that most of the participants experienced the same challenges that led to the reluctance to speak using English during classroom discussions. According to the data collected, the most frequently mentioned challenges were lack of vocabulary, experienced by seven out of eight participants, and fear of making mistakes, experienced by all of the participants. Even though the factors were classified, it is important to note that some challenges

are interconnected and cannot be strictly categorized into a single factor. For instance, certain linguistic challenges often lead to psychological responses, creating an overlap between the two.

Moreover, to address the issue of reluctance to speak using English, the students employed a variety of strategies. There were three emerging themes, including self-management, seeking assistance from other people, and utilizing technological support. The self-management strategy involves activities such as note-taking, rehearsing, reading materials, and self-coping mechanisms. In seeking other people's assistance strategy, the sub-themes are roleplaying, asking peers, asking lecturers, practice with friends. Lastly, the technological support strategy includes utilizing a translation machine, an online dictionary, and social media. This study found that the strategies implemented by the students overcame various factors contributing to their reluctance to speak English. Each strategy is useful in overcoming specific obstacles, and conversely, each challenge could be mitigated through the application of one or more strategies. However, there was a unique case in this study in which no strategies were applied to address the low self-esteem problem.

## **5.2 Suggestions**

Based on the conclusion above, the researcher would like to propose several suggestions. Firstly, suggestions are directed to the EFL students who are the center of attention in this research. To overcome the reluctance to speak English, students can take several proactive steps. Firstly, consistent practice is crucial. By frequently engaging in English conversations, whether with friends, lecturers, or through

online platforms, students can practice using the language components in real-life contexts and therefore gradually build their self-confidence and fluency. Secondly, embracing mistakes is essential. Errors are an inevitable part of the language learning process, particularly for learners of English as a foreign language. Instead of being scared of making errors, students should view them as opportunities for growth and improvement. Thirdly, seeking support from peers can be beneficial. By studying and practicing speaking together, students can create a supportive learning environment. Finally, developing a positive mindset is crucial. Believing in one's ability to learn and speak English can significantly impact the student's motivation and performance.

The second suggestion is targeted at the teachers or in this case, referred to as lecturers. Lecturers play a pivotal role in fostering a positive learning environment. By fostering a non-judgmental and supportive environment, lecturers can help students overcome their fear of making mistakes and encourage them to participate actively in class discussions. Implementing a variety of teaching techniques can also help to engage students and make learning more enjoyable. Incorporating activities such as role-plays can provide opportunities for students to practice speaking English. Moreover, providing constructive feedback is another important strategy. By offering specific and actionable feedback, lecturers can help students identify areas for improvement, boost their confidence, and therefore overcome their reluctance to speak English.

The third suggestion is for the institution, particularly the English Education Study Program. To address the issue of students' reluctance to speak English during

classroom discussions, the study program should consider creating a more positive and supportive learning environment for the students. This can include organizing a regular event such as "Full English Day" where all students and lecturers are encouraged to communicate exclusively in English. This initiative could provide a constructive form of "pressure" while simultaneously creating a safe and consistent space for students to practice their speaking skills. The study program could also host regular workshops or seminars on the English language that may help in overcoming student's reluctance and building their self-confidence.

The final suggestion is aimed at the future researchers. This study provides a useful reference for future research in the same topic area. In this study, the researcher emphasizes the use of qualitative methodology with a limited amount of participants. Future research is expected to apply different approaches such as using mixed methods, to provide a more comprehensive understanding of students' reluctance to speak English, particularly during classroom discussions. Moreover, there was an interesting finding that there was no strategy implemented to overcome low self-esteem issues. Therefore, future research could delve deeper into the factors that contribute to low self-esteem among language learners and explore effective interventions to address this issue.