

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study explored the challenges faced by English teachers in Myanmar and Indonesia in fostering communicative competence, examined key differences in their teaching perspectives and practices, and analyzed the factors contributing to these differences. Based on the findings, several conclusions can be drawn

First, students in Myanmar are accustomed to relying more on the Grammar Translation Method (GTM) and structured writing instruction, which has led to students developing strong formal writing skills and precise vocabulary recall. However, students often struggle with spontaneous speaking and real-time communication, resulting in a gap between their written proficiency and verbal fluency. Teachers' heavy reliance on drills and memorization, the lack of respect of teachers that hinders speaking, results in students depending on teacher guidance rather than cultivating independent problem-solving skills.

In Indonesia, teacher training is increasingly shifting towards interactive and communicative practices, such as role-playing and task-based learning. These methods have helped teachers in facilitating classroom discussions and encouraging students to engage in meaningful conversations, ultimately bridging the gap between their writing abilities and speaking proficiency. Nonetheless, the ongoing focus on exam-oriented teaching and issues like limited internet access still hinder the complete development of spontaneous and strategic communication skills.

#### **5.2 Suggestion**

Based on the results of this study, the researcher offers the following suggestions for teachers, schools, and future researchers:

First, this research gives teachers a set of strategies that may help in motivating English language learners. Teachers in Myanmar and Indonesia should think about their current teaching practices while integrating more student-centered, interactive activities into

their lessons, such as debates, role-plays, and collaborative tasks. In Myanmar, where learners are encouraged to do rote drills and memorization, putting in these interactive activities will help to alleviate intensive teacher control and encourage spontaneous communication. The Indonesian teachers, however, in addressing already some degree of interactive methods, should work towards assessing how much they are spending on the traditional grammar instruction for passing an exam versus building communication autonomy from task-based language teaching. Furthermore, the teachers should be motivated to attend workshops, in-service training programs, or peer observation programs for professional development to gain confidence and be skilled in applying innovative student-centered strategies.

For the students, on their part, they need to be encouraged to take more responsibility for their learning. They are encouraged to participate in class discussions and group work, which help them establish problem-solving skills independently from teacher support. Self-monitoring and requesting feedback from peers can further assist students in establishing their confidence and competence in using English independently. Students take part in more activities for practicing their language skills outside the class—such as joining language clubs or online discussion forums—to establish a link between structured classroom learning and real-life communication.

Schools play a critical role in supporting effective English instruction. The findings of this study suggest that schools should invest in better facilities and resources, including multimedia tools, a variety of English books, and reliable internet access in rural areas that would facilitate access to authentic language materials. Regular workshops and training programs could be organized for teachers to polish their teaching skills. This can also include activities outside the classroom like English clubs, debating contests, and project-based learning programs to help create a motivating and supportive environment for students to develop their language skills.

For future researchers, this research serves as a useful reference and inspiration for exploring additional dimensions of English language teaching. Future research should focus on the long-term impacts of incorporating communicative strategies into teacher training and

examine the differences between urban and rural educational settings. Utilizing a variety of research methods can effectively evaluate how specific teaching strategies enhance communicative competence. Additionally, incorporating student perspectives in future research may yield deeper insights into learners' challenges and needs, ultimately leading to the creation of more comprehensive, learner-centered teaching practices. the role of cultural integration, students' perspectives on effective learning strategies, or a comparative study of different contexts. They can also employ different research methods to examine the effectiveness of specific teaching strategies. Expanding the scope of research to include broader educational settings will provide more comprehensive insights into the challenges and strategies in English language teaching.