CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. Conclusion is a summary of the result of the discussion based on the research problems. While, the suggestion is the researcher recommendation based on the result of the research for having better result in teaching and learning speaking.

A. Conclusion

After analyzing all the data gotten from questionnnaire and interview, the researcher concludes that:

Psychological factor, linguistic factor, and sociocultural factor are factors that affect the students’ reluctance to speak English in classroom interaction. Psychological factor has five categories, they are: lack of motivation, shyness, anxiety, lack of confidence, and fear of mistake. While, linguistic factor has lack of vocabulary, lack of grammatical pattern knowledge, and incorrect pronunciation. Then, sociocultural factor consists of attitudes toward lecturer and classroom condition. Regarding to this issue, all of the students have their own obstacles in speaking caused by those factors so that they are reluctant to speak English in classroom interaction.

They feel shy to speak up because they do not want to do mistake in speaking and they cannot speak English fluently. They also feel nervous because they are shy if their friends look at them when they speak in front of
the class alone so that they cannot speak English well in front of the class. They also think that they are lack of confidence since their English appears not good enough. While, other factor that causes students’ reluctance to speak English is fear of mistake. They are afraid of having mistake when they are speaking in front of their friends. They are afraid of making mistake especially in grammatical construction, vocabulary use, and their pronunciation. In addition, some of them feel afraid of being criticized by their lecturer or friends. Thus, they prefer to be silent to avoid the lecturer or friends’ criticism.

The other factors that make them reluctant to speak English in classroom interaction are their lack of grammatical pattern knowledge, lack of vocabulary, and incorrect pronunciation. They feel not confident and shy if they cannot speak English correctly. Moreover, before speaking, they think about the grammatical pattern use and use mix language when they do not know about the English of what they want to say. They also argue that sometimes, their statements are difficult to be understood by their friends when speaking because they cannot speak clearly and ungrammatically.

The students’ reluctance to speak is also affected by their attitudes toward their lecturer. They will not speak English if the lecturer does not ask them to speak or calls on their names. They only use English only if the lecturer obligate them to speak in English. The students prefer to be silent in the classroom to avoid the lecturer’s comments about their speaking. They are also reluctant to speak if the learning activity is boring. Even, they will speak
if the lecturer gives score for it. In addition, the students feel that the class is very crowded since there are too many students. It makes them bored and they cannot concentrate well in studying.

The students always feel nervous when speaking in front of the class so that they often lost of their vocabulary or words that the want to speak. They argued that their speaking are not good enough since they cannot speak English fluently and use correct grammatical construction. They believe that they are lack of practice so that they cannot speak fluently. Most of them admitted that they will speak only if the lecturer asks them to speak. Most of them also agree that the lecturer should determine the rule about using English in communication in the class because they believe that it will motivate the students to try to speak English.

Based on the questionnaires distributed to 203 students of second semester students of English Department reveals that psychological factor becomes the dominant factor affecting the students’ reluctance to speak English in classroom interaction since it is chosen by 99 of 203 students or 48,8 %. In the second place, there is linguistic factor which has 42,8% or being chosen by 87 of 203 students. The last, sociocultural factor which is only chosen by 17 of 203 students or 8,4%.

B. Suggestion

Based on the conclusion, the researcher would like to give some suggestions as consideration, they are:
The lecturers should have variety strategies to create an interesting learning atmosphere that can motivate the students to be more active and more interested in speaking English in the classroom interaction. The lecturers also should give the students more opportunities to speak in the classroom activity to express themselves. They must convince the students that as the language learners, speaking English in classroom interaction is one way to enhance their speaking ability. In addition, the lecturer should give warm feedback (comments or corrections) to the students after speaking so that the students learn the mistakes they do in previous speaking to be much better in the next time.

As the language learners, the students should keep their great motivation to improve their speaking ability more and more. They should have more speaking practice to improve their speaking ability and to minimize their hindrance in speaking. They have to be sure that being active in the classroom helps them to enhance their speaking proficiency and interest. They also must believe that having mistakes in speaking is not a great matter since they are still in the process of learning.

It is expected that the result of this study can be used as reference for other researchers to conduct a further research that is related to the factors affecting the students’ reluctance to speak English in classroom interaction.