

CHAPTER V CONCLUSIONS

Data in the form of narratives and discussions regarding EFL students' learning experiences in their speaking English problems at Islamic higher education institutions has been presented. After presenting the narrative and discussion in the previous chapters, conclusions and recommendations conclude the research.

A. Conclusion

This research aims to explore EFL students' experiences regarding their speaking English problems at Islamic higher education institutions. Based on the findings of the research and the research question, the following presents the conclusions of the research.

1. The first result shows that all participants experienced speaking problems based on affective-related problems, socially-related problems, and linguistically-related problems. The problems that include affective-related problems in the majority of cases are being afraid of other people's assumptions, often pausing and forgetting sentences, and being embarrassed when speaking English. Furthermore, linguistically related problems are dominant speaking problems, which include a lack of vocabulary, a lack of pronunciation, and a lack of grammar. On the other hand, in socially-related problems, the problem that occurs is the student does not have a partner to speak English with and afraid when others do not understand what is being said.
2. The second result shows that the most dominant cause of participants experiencing speaking problems is their mother tongue, where the majority of students in the class tend to use Indonesian and Javanese. Apart from that, some teachers tend to use mixed languages when teaching. Another cause of speaking problems is students' low motivation for learning, and most students don't like western films and music, which can increase their vocabulary mastery when speaking.
3. The third result shows that the result of dominant speaking problems is that students are prevented from being active in speaking classes, have difficulty learning English, and have a decrease in their speaking skills.
4. To overcome speaking problems, students must increase their preparation before speaking dan practice more. Apart from that, increasing vocabulary knowledge also makes speaking easier.

B. Implications

The research had implications for teachers, students, policymakers, and future researchers. In connection with this, the implications are as follow:

1. For teachers

This study had implications for teachers. Several factors cause students to experience speaking problems, which teachers must know. The most dominant problem is that students are afraid of other people's assumptions, often pause and forget sentences, and embarrassed when speaking English. Other problems include a lack of vocabulary, pronunciation and grammar. By knowing students' speaking problems, teachers know what problems students are experiencing so that solutions can be found for these students' problems. That way, teachers can develop learning strategies that pay more attention to student speaking problems so that the percentage of students who experience speaking problems can be resolved. Moreover, speaking class learning can run optimally.

2. For students

This study informs students that many factors influence students experiencing English speaking problems. In speaking, students making mistakes is normal. By knowing the factors that cause speaking problems, students will become aware that every problem has a way to overcome it. The problems faced by students certainly have an impact on the quality of their English language skills. Knowing the consequences that can hinder students in speaking learning will make them more enthusiastic about improving their speaking skills. to overcome speaking problems students must know the solution to fix the speaking problems.

3. For policymakers

This study implies for policymakers, especially the Islamic institution. As a result of this research, institutions will know that many factors cause students to experience speaking problems in the English department. Due to the problems experienced by students, speaking learning becomes less than optimal. To improve the quality of speaking learning for students, they need the wisdom of teachers to pay more attention to the problems students face so that the goals of the English department can be achieved well.

4. For future researchers

This study implies for future researchers to know that many factors cause students to experience speaking problems. These factors are packaged into affective-related problems, socially-related problems, and linguistically-related problems. These problem factors can be a benchmark for future researchers in studying more problems students face in speaking.

C. Recommendations

After giving the conclusions Some recommendations put forward by researcher include:

1. For teachers

The suggestion given is for teachers to further increase student motivation in learning English, especially in the speaking class. In speaking learning, teachers should use the English language when delivering material and use learning methods that can improve students' speaking skills, like communicative learning.

2. For students

For the EFL students, I suggest you explore your speaking skills as much as possible. If you feel complicated, it is normal. So, you should not give up, study hard, increase your vocabulary, and practice more. In speaking class, be active student and don't be lazy to learn new knowledge, especially in speaking. Ignore what other people say and focus on your learning goals.

3. For Policymakers

The suggestions are for policymakers, especially institutions, to improve the quality of English language learning further, especially in speaking classes. Students' problems in speaking English can be resolved by creating quality and practical learning.

4. For future researchers

This research is far from perfect and has many limitations. For researchers who are interested in investigating student problems in speaking classes, you can explore this research in more depth.