CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Based on the research and discussion about students dialogue and monologue constraints in Basic Spoken English Class, the following conclusions can be drawn:

1. There are five types of students' dialogue constrains in Basic Spoken Classes, namely: (a) lack of confidence; there are seven out of 38 students who experience this constraints, (b) do not dare to speak English; there are four out of 38 students who experience this constraints, (c) fear being wrong; there are 13 out of 38 students who experience this constraints, (d) do not enough vocabulary; there are 14 out of 38 who experience this constraints, (e) unsupportive environtment; there are one out of 38 who experience this constraints.

2. There are five types of students' monologue constraints in Basic Spoken English Classes, namely: (a) fear; there are nine out of 38 students who experience this constraints, (b) shyness; there are six out of 38 students who experience this constraints, (c) anxiety; there are nine out of 38 students who experience this constraints, (d) lack of self confidence; there are 10 out of 38 students who experience this constrains, (e) lack of motivation; there are two out of 38 students experienced this constraints.

3. Students solve their dialogue and monologue constraints in Basic Spoken English class by expanding their vocabulary, practicing English dialogue and monologue, learning grammar, leraning correct pronunciation, joining campus organization STEC (Students English Club) and improving their self-confidence.

B. Recommendations

1. According to researchers, students who have problems with dialogue and monologue in English must be able to overcome and find a way out of their problems. Because the obstacles they face can be an obstacle for them to improve their ability to speak English.
2. Lecturers must be able to understand the characteristics of students who experience difficulties when speaking English in class. Apart from that, lecturers are also expected to be able to help students overcome the obstacles they experience.
3. For future researchers, it is hoped that this research can be used as a new reference and can also explore further about students' obstacles in learning English.