Chapter 5: Conclusion

This chapter presents the review of findings and recommendation of the study. It begins with the review of findings. Some recommendations seeking to assist both students and lecturers in dealing with the issues investigated in this study are also addressed.

Review of findings

After analyzing the data which were obtained from questionnaires and interviews, the researcher concludes that psychological factor affects the students' reluctant to speak English in the classroom, this is also similar with Attir (2016) and Tsui (1996) in which they stated that the major problem of students' reluctant in English speaking are the psychological factors such as lack of confidence, shyness, fear of mistakes, and lack of motivation. The students of English Department did not feel confident to speak up and feel that their ability is low so that they were reluctant to speak English in the classroom. This is also similar to what He and Chen (2010) as cited in Al-Nakhalah (2016) the main causes of students' confidence are their low ability in speaking English. The other factor that triggers student of English Department reluctant to speak English in the classroom is shyness; they feel shy to be the center of attention when they speak English in front of many people. This also in line with Al-Nakhalah (2016) in which he stated that the students afraid of being laughed at by their friends due to their low ability in English speaking. Furthermore, fear of mistakes is a kind of factor that make students of English Department reluctant to speak English, the students afraid of making a mistake because they are afraid of getting bad

impression or negative evaluation from the teachers/lecturers and classmates. This is related to what Hamouda (2013), he said that the students feel afraid even panic because of the fear of committing mistakes in front of the class. In addition, lack of motivation is also a factor that causes the students of English Department reluctant to speak English; they did not have any motivation or pretension to involve in class activities, they prefer not giving any participation in the classroom to actively speaking English in the classroom. This is also supported by Attir (2016), motivation affects positively students' willingness to succeed in speaking English, and it can be seen from the students' desire to achieve their goals in speaking class whereas unmotivated students' often fears to engage in the course as well as their abilities in speaking is reduced because of their negative beliefs.

The other factor or the most causal factor which contributes students of English Departments' reluctant to speak English in the classroom is role of teacher/lecturer; the attitudes of teacher, and the way of teacher treat the students in the classroom. The students will feel comfortable and more confident if the teacher can motivate them. This is support what have Zheng and Zhou (2014) stated that English teacher is not only the main source of language input in learning process, but also an instrument of accomplishing teaching goals because whatever the teacher plays they should be able to make effective classroom to motivate students' learning enthusiasm and inspire the students to learn better. In addition, teaching strategy factor is a cause of students' reluctant to speak English. So, to attract students' of English Department attention to participate in the classroom, the teacher should be able to make an interesting strategy, topic, and

method. This also related with Anjaniputra (2013) stated that the teaching strategy for teaching English skills should be made appropriate for each skill in order to attain the expected outcomes. The last factor of students' reluctant is classroom atmosphere. Some students of English Department do not speak English because there are big numbers of students in the classroom they will speak if the students are fewer. However, some students of English Department disagree if the desk arrangement can affect their ability in speaking class. This is correlated with Umar (2017), in which he stated that the physical environment of the classroom makes a noticeable impact on students' achievement, it can be seen from the structure of classroom, the ventilation, the classroom, the learning sources, or even the colours of the classroom walls and decoration or pictures. All of these can play a role in determining whether the classroom will be conducive for learning.

The data reveals that teacher/lecturer factor is the dominant factor that causes students of English Department reluctant to speak English as the highest frequently chosen by the participants. This means that role of teacher is very important to help students in speaking English. However, each student has different problem in English speaking skill. It has been suggested by Donald (2010) as cited in Savasci (2014) that "the cause of reticence and reluctance among learners of English as a second or foreign language cannot be generalized or simplified as being applicable to all learners because all the student are different from each other".

Recommendation

Based on the conclusion, the researcher recommends that the teacher/lecturer should be friendly during teaching speaking and tried to create

comfortable situation in the learning process. Speaking skill is difficult to learn, it is because in this skill the student of English Department need to be brave, confident, and motivated to speak up in front of many people. The teacher/lecturer should not push the students very hard, but may try to make an interesting thing in the learning process. So that, it can increase the students' interest to speak English. If the students of English Department feel comfortable, it can guarantee they speak English with less of hesitation.

The teacher/lecturer is encouraged to be able to motivate the students of actively speak in the classroom constantly. English speaking skill is good for students of English Department language skill. The teacher/lecturer can try to convince the students of English Department that mistake is a part of learning, giving enough time for students to practice in the classroom, and try to talk with the student who has a problem and very quite in speaking class. The key to achieve the goal of students and classroom is a teacher/lecturer who runs the class.

This study can make the students and teacher/lecturer recognize their weaknesses or fault in English speaking class; it is can help them to build motivation to be better and try to fix their weaknesses in English speaking such as what makes the students reluctant to speak English and what the teacher/lecturer should be avoid to motivate the students in English speaking class. If the students and teacher/lecturer has good motivation they can reach the goals of English speaking class; because motivation can influence the students of English Department's grade and skills.

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