

Chapter V: Conclusion and Suggestion

This chapter provides the relevant conclusion and suggestion about Indonesian English language learners' challenges in speaking class taught by the native English speaking teacher.

Conclusion

This research is devoted to investigate the types of students' challenges in speaking class and how they deal with the challenges. Relying on the qualitative approach, this research found several things that answer the research questions.

Based on the data analysis in the previous chapter about Indonesian English language learners' challenges in speaking class, it is concluded that students often face challenges during the speaking lesson and they do several efforts to deal with those challenges.

The first research question is about the types of students challenges in speaking class which are divided into two themes; psychological challenges and linguistic challenges. In psychological challenges, students reported they were inhibited and got nothing to say when the NEST tried to point them out to answer some questions. They also stated that it could drive them nervous and unfocused. In linguistic challenges, further, students revealed that they had problems in vocabulary size and it would be difficult to explain their points if they did not know how to say it in English.

The second research question is about how students cope with the challenges. It is classified into three themes; asking questions, using dictionary, and giving some clues. Every theme has its own capacity to help students deal with the challenges in speaking class taught by the NEST. To consolidate all the data, member checking has been done by the researcher.

Suggestion

This research comes up with some suggestions to the students, the NEST, and the future researcher who wants to conduct a research about the challenges in English speaking class. Students who were inhibited and did not have much to say in English speaking class should motivate themselves to have more effort in improving speaking skill. They also have to persist towards their efforts in achieving the better skill in communication. Additionally, the students should avoid some points that can trigger challenges in speaking class, included lack of vocabulary and lack of confidence, by doing some practice.

The NEST should pay more attention to the progress of each student because based on the findings, if the challenges continuesly appear in the class, students who have a good progress can overcome the challenges and those who are not still find it difficult. It would be much better if the NEST try to avoid pointing the students while teaching-learning process because it can make them do not have much to say and feeling inhibited.

The last is for the future researchers who want to conduct the similar research of challenges in English speaking class. The other researcher may investigate the same topic but with different data, for instance, investigating challenges in English class in senior high school. In addition, it will be interesting for other studies to compare the challenges in English speaking class taught by the NEST and the challenges in English speaking class taught by the NNEST (Non-Native English Speaking Teacher).

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