

Chapter Five

Conclusion and Recommendation

The chapter presents conclusion and recommendation of this study. It summarizes difficulties in speaking among the first year student of the English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY) and factors affecting the difficulties.

Conclusion

The conclusion of this study is to see whether or not the research findings answer the research questions. This research tried to find out difficulties faced by the first year students' of the EED of UMY in speaking English and factors which cause the difficulties in speaking English among the first year students' of the EED of UMY. The data showed that many difficulties and factors caused in speaking English.

Based on the research findings, students got difficulties in pronounce English word, vocabulary mastery, self-confidence, and using grammar. First, students found a difficulty in pronouncing word so that they spoke and sometimes incorrect pronunciation made the delivery unclearly. This is problematic for them. Second, the students were lack of vocabulary mastery as they got confused to express their ideas and could not speak anything.. Indeed, they felt nervous to speak because they were lack of vocabulary.

Third, another difficulty in speaking was because of low self-confidence. The self-confidence was dealing with nervousness. Some students stated that they were already confident, but because of nervousness their confidence decreased. The other students also told that, because of nervousness, they became unconfident. Last, the difficulty is that students got confused to use grammar. Students stated that they were

confused to use grammar when they spoke. They said that, when speaking, their grammar cannot be corrected directly and it is hard to arrange grammar while speaking and thinking.

Besides, there were a number of factors affecting students' difficulties in speaking English. Each factor can cause several difficulties, or a difficulty can be affected by a number of factors. The first factor is lack of knowledge. The lack of knowledge here affected student vocabulary mastery. Knowledge is important and without knowledge we cannot do anything. The second is practicing. Practicing is also important because knowledge will not mean anything without practicing. The lack of practice made the students lack of vocabulary. Their vocabulary did not increase and may even be forgotten because of less practice. Lack of practice also made the students get difficulties in using grammar.

The third was the attention of audiences. The audiences made the students nervous and distracted. The fourth was environment. The environment influenced students' skill development. If the environment did not support the students to enhance their speaking, they would get difficulties in speaking and become lack of vocabulary. Other factors were accent and mother tongue that clearly in affects difficulties in pronouncing English words. The next was different spelling that also made the students confused and difficult in pronouncing English words. The last was less motivation affecting the students' self-confidence.

In conclusion, this study revealed that the difficulties faced by first year students of the EED of UMY are in terms of pronouncing English word, vocabulary mastery, self-confidence, and getting confused in using grammar. Furthermore, the factors affecting

students' difficulties were lack of knowledge, lack of practice, the attention of the audiences, the environment, the accent and mother tongue, and less motivation.

Based on explanation above, factors and difficulties affected each other. Each factor can cause several difficulties, or a difficulty can be affected by a number of factors. The difficulty in pronouncing English words was affected by accent, mother tongue, and different spelling. The second one lack of vocabulary was affected by lack of vocabulary knowledge and practicing. The third, low self-confidence was affected by the attention of audience and lack of motivation. The last, the difficulty in grammar use was affected by lack of practicing. On the other hand, one factor also affected two difficulties that lack of practicing affected vocabulary mastery and the use of grammar. Moreover, the factors only affected one difficulty, such as; lack vocabulary of knowledge and environment affected lack of vocabulary, accent or mother tongue and different spelling affected the difficulty in pronouncing English word, and the last the attention of audience and lack of motivation affected low self-confidence.

Recommendation

This study gives some suggestions regarding difficulties in speaking among the first year students of the English Education Department of Universitas Muhammadiyah Yogyakarta. The suggestions are expected to be beneficial in the future.

For lecturers. The research findings are beneficial for lecturers. Lecturers should provide students English speaking activities. They should create a comfortable learning environment so that new students do not feel nervous again. Lecturers also have to provide knowledge and kinds of assessments so that the students continue to learn and the lecturers can make the assessments as interesting as possible. Lecturers can also give the

good examples and how to pronounce. The last is does not forget to give motivation to the students.

For the students. The first year students of the EED of UMY should be aware the difficulties that they faced and the factors affecting the difficulties. The students should also avoid factors influencing the difficulties and should improve their mistakes. Then students can improve their ability in speaking English so that they will not face the difficulties, especially in the first semester.

For the next researchers. This research contains the narrow discussion about difficulties in speaking English among the first year students of the EED of UMY. Therefore, the next researchers can conduct the similar study regarding this topic with a greater population at the EED of UMY.