

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the findings and discussion, it can be concluded that the challenges faced by EFL students at SMAN 12 Banda Aceh in developing English speaking skills are influenced by three interrelated aspects: psychological, linguistic, and social aspects. The results of the questionnaire indicate that the psychological aspect is the most dominant barrier with an average score of 3.57 (35.7%). Feelings of anxiety, nervousness, fear of making mistakes, and low self-confidence greatly hinder students' ability to speak English fluently, even though they have basic linguistic knowledge. Meanwhile, the interview results show that the linguistic aspect is considered the biggest barrier. Students struggle with vocabulary mastery, correct grammar application (especially tenses), and pronunciation of words in English. These linguistic limitations often trigger psychological barriers such as anxiety and embarrassment to speak.

In addition, the social aspect has the lowest numerical influence (30.8%), but still plays an important supportive role. The lack of peer support, cultural barriers, and limited opportunities for practice outside the classroom contribute to the reinforcement of psychological and linguistic barriers. Overall, this study shows that psychological, linguistic, and social factors are interrelated in a cyclical relationship. Linguistic limitations trigger psychological barriers, which are then exacerbated by unsupportive social conditions, leading students to practice speaking less frequently and hindering their speaking skill development.

Conversely, a positive social environment can help reduce anxiety and build confidence, allowing students to be more willing to use English even if their linguistic abilities are not yet perfect.

Therefore, effective learning strategies need to focus on efforts to reduce anxiety, build self-confidence, strengthen vocabulary and grammar mastery, as well as create a positive and supportive social environment so that students' speaking skills develop optimally.

5.2 SUGGESTION

Based on the conclusions of this study, several suggestions can be considered to improve the English-speaking skills of EFL students at SMAN 12 Banda Aceh.

a. For teacher

Teachers are encouraged to create a more supportive and anxiety-free classroom atmosphere, where when students make mistakes in speaking English, teachers should not immediately scold or judge them at that moment. Instead, teachers can correct the mistakes after the student has finished speaking, but in a way that does not embarrass that student in front of their peers. Additionally, teachers can guide other students if a classmate makes a mistake while speaking English; this is a common occurrence, so there is no need to mock or laugh at them. Teachers can also encourage all students to always support their classmates who are learning to speak English by cheering them on and continuing to learn together.

b. For students

Students are advised not to feel afraid or worried about making mistakes when speaking English, because no one can speak English perfectly right away. Students are encouraged to continue improving their vocabulary, pronunciation, and grammar in English. In addition, it is very important for every student to support their friends when speaking English. Students can help correct the mistakes made by other students while speaking English.

c. For Future Researchers

Future researchers are suggested to conduct further studies on a larger scale with more respondents to gain a deeper understanding of the challenges in speaking skills. They may also focus on exploring specific strategies or interventions that can effectively reduce psychological barriers and improve linguistic competence. Moreover, future studies could include classroom observation to gain more comprehensive data on students' speaking behavior and interaction patterns.

