

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings which had been described in the previous chapter, the researcher concluded the results into two points as follows:

1. Based on the data which had been gathered from the questionnaire, the dominant factor which caused the students rarely speak English was the contextual factor. The contextual factor had the most point, the total point was 4871 and the average point was 271. And the total percentage was 1119.68%, while the average percentage was 62.20%. But it did not mean that the other factors did not become the cause, it was only the contextual factor had the most points among the three factors.
2. Based on the students' perception, there were some reasons why those factors causing them rarely speak English. For contextual factor, there were 4 things; they felt that their friends' speaking skills were better, they concern that when they speak English with the others or their friends, their partner will not be understand, they do not have partners to speak English at home, and Less exposure of English makes them rarely practicing speaking English. For the

linguistic factor, there were 3 things; they pay their attention more to the content, lack of vocabulary makes them less creative to speak more, and their friends got wrong impressions or understanding when their pronunciation or their grammar is wrong. And for the psychological factor, there were 3 things; they are ashamed that their friends will give corrections to their speaking, they are afraid of making mistakes, and they are not confident with their partners when they speak English.

B. Suggestion

After conducting a research with the topic students' perception towards factors causing them rarely speak English of the sixth semester students of English Teacher Education Department at UIN Sunan Ampel Surabaya, the researcher suggests some things for the next researcher.

The topic is never discussed in UIN Sunan Ampel Surabaya, especially in English Education Department. To be able to know the students' reason why they rarely speak English is important. However, the thing that is also important is to find out what shall be done in order to overcome the problems which the students face. It can be teaching method or treatment given to the students to overcome their problems. Or the next researcher can also conduct a topic about what the differences of the students with the contextual factor most causing

them and the other factor. For example, some students must have their own most causing factor which causing them rarely speak English, either the contextual factor, psychological factor or linguistic factor; then, what makes them have their own most causing factor. And the last topic is to evaluate the method which may cause the students who have those factors causing them rarely speak English. And there may be a lot of topic which can be derived from the topic of this research.