

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explained the conclusions, limitations of the study, and suggestions. First, this section provides the researcher's conclusions taken from the obtained information. Research limitations are also presented. The section ends with the researcher's suggestions for students, lecturers and future researchers.

#### A. Conclusions

##### 1. Speaking Difficulties Experienced by the Students

Based on the 8 problems of speaking difficulties theory by Goh and Burns in Maqnunah (2023), the students of the English Language Teaching Department at Universitas Nahdlatul Ulama Purwokerto were experienced 6 types of difficulties:

- a. Limited vocabularies (100%)
- b. Social pressure or shame (78,6%)
- c. Fear of making mistakes (71,4%)
- d. Influence of mother tongue (50%)
- e. Lack of opportunities to practice (50%)
- f. Low self-confidence (42,8)

Among those difficulties, limited vocabularies became the most faced difficulty experienced by the students. The findings showed that students frequently experienced hesitation, "blank" moments, and communication breakdowns because they lacked sufficient vocabulary mastery to express their ideas in English. Furthermore, social pressure or shame and fear of making mistakes also significantly affected students' speaking performance, especially when they were required to speak publicly in front of their classmates.

In addition, the influence of mother tongue caused students to switch back to Indonesian or Javanese when they forgot English words

or expressions. Lack of opportunities to practice English outside the classroom also limiting students' speaking development because several students did not have supportive English speaking environments in their daily lives. Moreover, low self-confidence made students feel nervous, hesitant, and anxious during speaking activities.

Meanwhile, the findings revealed that the students did not experience lack of motivation and ineffective teaching methods when learning speaking in Transactional Speaking class. Most students showed strong motivation to improve their English speaking ability, and the classroom atmosphere as well as the lecturers' teaching methods were considered supportive.

## **2. The Factors Causing Students' Speaking Difficulties**

Based on the findings of this research, the factors that cause the ELT students 2025/2026 academic year experienced difficulties when speaking English in the Transactional Speaking class can be summarized into 9 factors from the discussion.

First, Anxiety and Shyness create a high Affective Filter among the students. Driven by an "spotlight effect", this psychological filter triggers intense social pressure and low self-confidence during speaking performance, turning an objectively supportive classroom atmosphere into an intimidating space due to fears of peer evaluation.

Second, Linguistic Limitation cause the students to become nervous and hesitant to express their ideas publicly because they are afraid of making errors.

Third, Students' personal expectation that cause the students tend to place high standards on their speaking performance, which eventually increases hesitation and anxiety when speaking English.

Fourth, Fear of negative evaluation. Some students admitted they feeling afraid of being judged after previously making mistakes in front of classmates. This indicates that classroom interaction may create

psychological pressure for students, especially when they feel that their mistakes will be noticed by others.

Fifth, Late Learning Interest and Late of English Exposure directly affecting the students' limited vocabulary. Starting intensive English study only at the university level deprives students of long-term vocabulary accumulation, leaving them below the necessary lexical threshold required to express opinions smoothly without experiencing academic shock.

Sixth, Cognitive Load and Language Processing Speed directly cause students to experience sudden blank moments and an acute fear of making mistakes. Spontaneous oral production places heavy demands on the limited working memory, leading to an immediate processing lag and cognitive overload when students try to manage ideas, word choices, grammar, and pronunciation simultaneously.

Seventh, Mother Language usage habit acts as an automatic reflex when they forget a word when speaking. Because the native language is a deeply rooted habit reinforced by daily social life, the students switching back to Indonesian or Javanese to bridge the communication gaps when cannot retrieve the right English word to use when speaking.

Eighth, Internal Social Pressure. Despite the positive classroom environment, many students still experienced nervousness, anxiety, and pressure when speaking English in front of others. The finding suggests that social pressure does not always emerge from negative peer responses, but can also come from students' internal feelings and self-evaluation during classroom performances.

Nineth, the Environmental Boundary creates a structural target language exposure drought outside the classroom campus gates. Without an interactive community to facilitate the negotiation of

meaning and provide opportunities for real-world conversational practice, the students' linguistic knowledge does not become a natural habit, which ultimately causes their fragile speaking structures to collapse during real-time social communication.

## **B. Limitation**

The limitations of this study occurred during the interview sessions. At times, the participants' responses were not fully aligned with the questions asked, which required the researcher to restate or paraphrase the questions in order to obtain clearer answers. To address this issue, the researcher emphasized the questions more clearly and assisted the participants in providing appropriate responses.

## **C. Suggestions**

This research is expected to have benefits not only for researcher but also for English teacher/lecturer, the students of the English Language Teaching Department at Universitas Nahdlatul Ulama, also the future researcher.

Based on the conclusions drawn above, the researcher proposes the following suggestions to help minimize the students' speaking difficulties:

1. For the English Lecturers
  - a. Intensive Vocabulary Scaffolding

Since limited vocabulary is the absolute primary barrier, lecturers should integrate intensive “word-banking” or pre-teaching of specific transactional vocabulary before requiring students to perform dialogues.

- b. Low-Stakes Practice Environments

To reduce the high fear of making mistakes and social pressure, lecturers should implement more small-group or paired speaking activities before moving to whole-class performances to make the class more enjoyable and easier to follow for the students.

c. Fluency Over Accuracy Focus

To mitigate students' low self-confidence, lecturers should explicitly encourage students to focus on conveying meaning rather than perfect grammar or pronunciation during initial practices, helping to alleviate the paralyzing anxiety tied to technical mistakes.

2. For the ELT Students

a. Expand Independent Learning

Since practice opportunities outside the classroom are rare, students should actively maintain and expand the independent strategies they have initiated. Utilizing digital tools (such as AI conversational apps, podcasts, and English music) and practicing with proficient family members or peers are vital to building an English-speaking habit.

b. Practice Circumlocution

Because there were several students often got “blank” when speaking, instead of falling into the “blank” state or reverting to their mother tongue when a specific word is forgotten, students should train themselves in circumlocution. It is a skill of using other English words to describe the missing/forgotten vocabulary.

3. For Future Researchers

This study focused on identifying the difficulties and their causing factors. Future researchers are encouraged to conduct experimental or action research to test the effectiveness of specific pedagogical interventions, such as AI-assisted speaking tools or focused vocabulary mapping in reducing the cognitive load and social pressure in transactional speaking classes.