

CHAPTER V

CONCLUTION AND RECOMENDATION

A. Conclusion

The results of this research "An Analysis of Islamic Junior High School Students' Prominent Obstacles in Speaking English" are summarized below:

1. Several obstacles that students experience when learning to speak English in class are afraid of mistake, shyness, anxiety, lack of confidence, and lack of motivation. The results showed that afraid of mistake is the most prominent barrier factor experienced by students at an Islamic Junior High School in Kudus class 7 A which is 64.77%. Many students are afraid of mistakes in pronunciation, afraid of translation, afraid to try to interact using English with their class environment. This makes it difficult for them to develop their speaking skills in class.
2. Students' strategies to overcome obstacles in English speaking are social affective strategies, fluency-oriented strategies, negotiation for meaning while speaking, accuracy-oriented strategies, message reduction and alteration strategies, non-verbal strategies while speaking, message abandonment strategies, and attempt to think in English strategies. Each child has different barriers in speaking English so that the strategies to overcome them used by each student are also different.

B. Recommendation

1. Students who experience afraid in speaking English here should be able to analyze their lack of speaking performance. To manage their fear of mistakes effectively, students should know the magnitude of the afraid of mistakes in their English pronunciation. Students can use a variety of strategies or techniques written by other authors or researchers to overcome the obstacles they experience in the classroom when learning speaking English. Students can solve their own problems. Students can ask their teachers and friends for feedback on how they are speaking. Mutual conversations between teachers and students also

serve as feedback to overcome students' speaking English obstacles.

2. Teachers should be able to understand the characteristics of characteristics of the students to analyze the barriers they experience related to speaking English barriers before find ways to reduce them. Different student characteristics require different treatments to overcome them. Teachers must provide opportunities for students to talk about their perceived barriers. In addition, teachers have the responsibility to create a comfortable classroom environment for students to speak comfortably with little pressure to reduce the fear of making mistakes when speaking English. Teachers should correct or correct mistakes of students who are just starting to learn speaking English well.
3. The results in this study are expected to be used as a consideration for other researchers to conduct further research on analyzing the most prominent obstacles in students in speaking English. In future research, there should be some methods or strategies to overcome this. Various strategies need to be found to improve students' speaking performance. It is important to know how to interaction between class participants. To support efforts to reduce barriers, it is also important to build the right classroom environment. Future researchers should be able to identify appropriate strategies to overcome students' obstacles to learning English speaking.