

# CHAPTER V

## CONCLUSION AND SUGGESTIONS

### A. CONCLUSION AND SUGGESTIONS

#### 1. Conclusion

Based on the findings and discussions, this research concludes that students in the second semester of the English Education Program at STKIP Persada Khatulistiwa Sintang experience various difficulties in learning English. Among the four main skills, writing emerged as the most difficult area, with 47% of students admitting that they often feel confused when composing essays and assignments. This problem is closely related to their limited vocabulary, lack of grammatical accuracy, and difficulties in organizing ideas into well-structured paragraphs. As Harmer (2004) emphasizes, writing requires complex processes of generating, organizing, and refining ideas, which can be especially challenging for learners of English as a foreign language.

Speaking also posed a significant challenge. Many students reported feeling nervous, anxious, or reluctant to speak because of the fear of making mistakes, a lack of vocabulary, and low confidence when compared to more fluent classmates. This finding resonates with Ellis (2008), who notes that affective factors such as anxiety, self-esteem, and motivation are crucial in determining learners' willingness to communicate in a second language. Similarly, Lightbown and Spada (2013) highlight that fear of error and peer pressure often discourage students from actively participating in oral communication.

Listening and reading difficulties were less dominant but still present. Students admitted that they struggle when listening to fast-paced English conversations and when encountering unfamiliar vocabulary in texts. These difficulties reflect the cognitive demands of processing spoken and written input, as described by Nation (2001), who stresses the importance of vocabulary mastery as a foundation for both receptive and productive skills.

The data from interviews further clarified that students' difficulties are influenced by both internal and external factors. Internal factors include anxiety, shyness, limited vocabulary, and a lack of confidence. However, many students also expressed strong intrinsic motivation, especially when they associated English proficiency with future goals such as studying abroad or pursuing better career opportunities. This supports Benson's (2011) view that learner autonomy and motivation play key roles in successful language learning.

External factors, particularly lecturer support and institutional resources, were also found to significantly affect students' learning experiences. Encouragement, appreciation, and constructive feedback from lecturers enhanced students' confidence, confirming Harmer's (2007) assertion that teacher support creates a safe learning environment where students feel comfortable taking risks. Although facilities such as the language laboratory and multimedia tools were available, students indicated that they were not maximized in daily learning activities. As Warschauer and Kern (2000) argue, technological resources can enrich language learning if they are used effectively and consistently.

In summary, this research shows that writing is the most difficult skill for students, followed by speaking, while listening and reading difficulties appear at a moderate level. Both internal and external factors shape these difficulties, but students' motivation and lecturer support remain key elements that can help them overcome challenges.

## **2. Suggestions**

Based on the conclusions above, several suggestions are proposed:

### **A. For Students**

Students are encouraged to practice their English skills consistently outside the classroom. They should engage in independent learning activities such as keeping a journal, practicing speaking with peers, and using online resources. According to Benson (2011), autonomy in learning fosters greater responsibility and long-term improvement. Students should also overcome their fear of making mistakes by realizing that errors are part of the natural learning process (Lightbown & Spada, 2013).

**B. For Lecturers**

Lecturers are advised to provide continuous encouragement and constructive feedback to reduce students' anxiety. Harmer (2007) suggests that creating a supportive classroom atmosphere motivates students to participate actively. Lecturers should also maximize the use of existing resources, particularly the language laboratory, and integrate interactive methods such as role-plays, group discussions, and multimedia activities. These strategies can help reduce monotony, stimulate engagement, and support students' learning needs.

**C. For the Institution**

The institution should ensure that learning facilities are not only available but also effectively integrated into the curriculum. More frequent use of the language laboratory and multimedia resources can strengthen students' listening, speaking, and writing skills. The institution should also promote English extracurricular activities, such as English clubs or debate competitions, which can provide authentic contexts for students to practice language skills beyond the classroom.

**D. For Future Researchers**

Future studies are encouraged to explore more specific aspects of students' difficulties, such as the role of psychological barriers (e.g., anxiety and self-esteem) in English learning. Research with larger samples, longitudinal designs, or experimental interventions could provide deeper insights into effective strategies for overcoming learning difficulties. In addition, comparative studies across different institutions may reveal broader perspectives on students' challenges in learning English as a foreign language.

## REFERENCES

- Alshenqeeti, H. (2019). Strategies and techniques for improving qualitative interviews in educational research. *International Journal of Contemporary Education*, 2(1), 86–99. <https://doi.org/10.11114/ijce.v2i1.4267>
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dörnyei, Z., & Taguchi, T. (2016). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.
- Gardner, R. C. (2010). *Motivation and second language acquisition: The socio-educational model*. Peter Lang Publishing.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education Limited.
- Kallio, H., Pietilä, A.-M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13031>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.
- Ushioda, E. (2011). Language learning motivation, self and identity: Current theoretical perspectives. *Computer Assisted Language Learning*, 24(3), 199–210. <https://doi.org/10.1080/09588221.2010.538701>
- Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge University Press.