

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter also presents conclusions drawn from the research findings and offers suggestions for students, teachers, and future researchers to improve English learning outcomes.

A. Conclusion

This study employed quantitative descriptive research design was conducted to analyze students' difficulties in learning English skills and to explore their perspectives on the English learning process. The data were collected through questionnaires and supported by interviews using a purposive sampling technique. The research involved all students at SMA Sinar Kasih Sintang, with a total of 47 participants in morning class. There were 14 students from class X, 13 students from class XI, and 20 students from class XII. The purpose of this study was to find out the difficulties students face in learning English skills and to explore their perspectives on the learning process. The data collection was done on Tuesday, July 22, 2025, during school hours.

The results showed that many students have difficulties learning English, especially in speaking and listening. Students said speaking was hard because they were afraid of making mistakes and did not have enough words to express themselves. Listening was difficult because sometimes the speaker talked too fast or used words that students did not understand. Reading and writing were also difficult for some students but not as much as speaking and listening. When reading, students had trouble understanding the text and new words. Writing was

hard because they found it difficult to organize their ideas, use correct grammar, and write clear sentences.

Some students felt nervous, shy, or confused when using English in class, which made learning harder for them. However, some students enjoyed learning English when teachers used fun activities like songs and games. Most students also said that English is important for their future, and they want to use it for work or further study.

From these findings, students need more practice, especially in speaking and listening. They should try to use English in their daily life and not be afraid to make mistakes. Teachers should use interesting and fun methods like games, videos, and group work to help students feel more comfortable and confident. Schools should also provide better facilities, like language labs or English clubs, so students can practice English outside the classroom.

Future researchers can explore this topic more by using different methods, such as observing classrooms or doing detailed interviews, and by focusing on specific English skills to help students learn better.

B. Suggestions

Based on the findings of this study, several suggestions can be offered to help improve the English learning experience of students. Based on the research findings, several suggestions are proposed to address students' difficulties in learning English skills and to enhance their perspectives on the learning process at SMA Sinar Kasih Sintang. For teachers, it is important to provide regular exposure to authentic listening materials such as podcasts, short videos, and

recorded conversations with varying speeds and accents, as well as to teach listening strategies like focusing on keywords, predicting content, and identifying main ideas. Speaking activities should be conducted in a supportive and non-threatening environment that encourages participation without fear of making mistakes, using methods such as role plays, group discussions, and peer interviews, while integrating vocabulary-building exercises. Reading instruction should include engaging, level-appropriate materials and pre-teaching of difficult vocabulary, alongside strategy training in skimming, scanning, and summarizing. In writing, teachers are encouraged to train students in planning and organizing their ideas through outlines or graphic organizers, to provide targeted grammar and vocabulary exercises, and to give constructive feedback on sentence structure and coherence. To maintain motivation and build confidence, lesson content should be linked to students' real-life goals, with praise for effort and a classroom atmosphere where mistakes are viewed as learning opportunities.

For students, active participation and consistent self-study are essential. They should listen to English media, read various English texts, practice speaking with peers or online partners, keep a personal vocabulary journal, and develop a study schedule covering all four skills. For the school, providing resources such as English books, magazines, audio-visual materials, and language learning applications will support learning. Organizing extracurricular activities like English clubs, debates, drama performances, and language games can give students more practice in an enjoyable context. In addition, professional development workshops for teachers on innovative teaching methods and

strategies for improving motivation and confidence would further strengthen English learning at the school. By combining effective teaching strategies, active student engagement, and institutional support, the challenges identified in this research can be addressed, leading to improved English proficiency and a stronger motivation to learn.

REFERENCES

Alqahtani, M. (2015). *The importance of vocabulary in language learning and how to be taught*. International Journal of Teaching and Education, 3(3), 21–34. <https://doi.org/10.20472/TE.2015.3.3.002> — (p. 25)

Alqahtani, M. (2019). *Teaching English to EFL learners*. Riyadh: King Saud University Press.

Al Nasser, A. S. (2015). Problems of English language acquisition in Saudi Arabia: An exploratory-cum-remedial study. *Theory and Practice in Language Studies*, 5(8), 1612–1619. <https://doi.org/10.17507/tpls.0508.10> — (p. 125)

Bamford, J., & Day, R. R. (2018). *Extensive reading in the second language classroom*. Cambridge University Press. — (p. 27)

Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education. — (pp. 144, 284, 338)

Cameron, L. (2021). *Teaching languages to young learners* (2nd ed.). Cambridge University Press. — (p. 19)

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. — (p. 506)

Cook, V. (2016). *Second language learning and language teaching* (5th ed.). Routledge. — (p. 12)

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

Dörnyei, Z., & Ushioda, E. (2013). *Teaching and researching motivation* (2nd ed.). Routledge. — (p. 5)

Dörnyei, Z., & Ushioda, E. (2021). *Motivational dynamics in language learning*. Routledge. — (p. 91)

Field, J. (2018). *Listening in the language classroom*. Cambridge University Press. — (p. 49)

Goh, C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press. — (p. 29)

Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge. — (p. 6)

Grabe, W., & Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Pearson Education.

Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education. — (pp. 327, 329)

Hasan, M. K., & Khan, M. R. (2021). Students' attitudes and problems in learning English at secondary schools in Bangladesh. *Journal of Education and Practice*, 12(4), 25–36.

Hyland, K. (2019). *Second language writing* (2nd ed.). Cambridge University Press. — (p. 5)

Koda, K. (2018). *Insights into second language reading: A cross-linguistic approach* (2nd ed.). Cambridge University Press. — (p. 91)

Lauder, A. (2018). *The status and function of English in Indonesia*. *Makara Human Behavior Studies in Asia*, 12(1), 9–20. — (p. 4)

Lamb, M. (2017). The motivational dimension of language teaching. *Language Teaching*, 50(3), 301–346. — (p. 97)

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press. — (p. 29)

Marlina, R., & Giri, R. A. (2014). *The pedagogy of English as an international language*. Springer. — (p. 8)

Mercer, S. (2016). *Teacher–student relationships and language learning*. Routledge. — (p. 17)

Mercer, S., & Williams, M. (2014). *Multiple perspectives on the self in SLA*. Multilingual Matters. — (p. 16)

Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press. — (p. 85)

Nation, I. S. P. (2020). *Teaching ESL/EFL reading and writing* (2nd ed.). Routledge. — (p. 77)

Nation, I. S. P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press. — (p. 84)

Nation, I. S. P., & Newton, J. (2020). *Teaching ESL/EFL listening and speaking* (2nd ed.). Routledge. — (pp. 38, 117)

Nguyen, C. T., & Boers, F. (2019). The effect of content retelling on vocabulary uptake from a TED talk. *Language Teaching Research*, 23(6), 719–736.

Nuraini, L. (2021). Students' speaking and listening difficulties in EFL classrooms. *Indonesian Journal of EFL and Linguistics*, 6(1), 45–62.

Nurkamto, J. (2016). English language teaching in Indonesia: An overview. *Language Circle Journal of Language and Literature*, 10(1), 23–36. — (p. 26)

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Newbury House.

Rahmawati, A. (2019). Students' perceptions of English learning difficulties at SMA Negeri 3 Malang. *Jurnal Pendidikan Bahasa Inggris*, 7(2), 101–112.

Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press. — (pp. 5, 23, 102)

Richards, J. C., & Renandya, W. A. (2018). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press. — (p. 303)

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Routledge.

Saville-Troike, M., & Barto, K. (2017). *Introducing second language acquisition* (3rd ed.). Cambridge University Press. — (p. 9)

Suksawas, W. (2018). Motivation and English language learning: A case study of Thai students. *Journal of Language and Linguistic Studies*, 14(1), 145–156. — (pp. 145–146)

Sulaiman, T., et al. (2020). The relationship between students' attitudes and English learning achievement. *Asian EFL Journal*, 27(1), 178–189. — (pp. 178–189)

Thornbury, S. (2019). *How to teach speaking* (2nd ed.). Pearson Education. — (p. 1)

Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23. — (pp. 8–23)

Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge University Press. — (p. 77)

Vandergrift, L., & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge. — (p. 45)

Zare, P., & Othman, M. (2015). Students' perceptions toward using classroom activities to develop speaking skills. *International Journal of Humanities and Social Science*, 5(2), 639–645. — (p. 640)