CHAPTER V

CONCLUSION AND SUGGESTIONS

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5.1. Conclusion

From the discussion of the previous chapters, it is clear that internal and external factors take an important role to communicate in a foreign language. They can affect the EFL beginning speakers to speak English. Although the beginners have already learnt about language components such as grammar, vocabulary, etc., in reality, they are still not able to speak fluently as wished in the target language. Thus, both internal and external factors can be considered as constraints in speaking ability. Indeed, EFL learners should know about language component etc. but it is not only a matter that can support the speaking ability.

Furthermore, the writer claims that both internal and external factors become obstacles for the EFL beginning speakers when they start to use English orally. Hence, he lists internal factor as getting lack of motivation, no self-confident which includes emotional feeling like anxious, fear to make mistake, nervous, and embarrass. Each of these emotional feelings came up when the EFL beginning speakers begin to speak. The writer, in this thesis, shows that those internal factors are potentially to be a cause of beginner's failure in performing speaking ability. While, he identifies that external factors can also support the speaking failure. The first factor is a limited time to practice, which make reasonably the students being not customized to speak in a foreign language. Since in order to speak a foreign language fluently as wished someone should employ a lot of practices so that he or she will customize to use it orally in an interaction. Another is that there are only

limited English speaking surroundings. The writer confirms that someone who is fluent in speaking a foreign language he or she must use it with other foreign language speakers in a real conversation. He adds that one of the reasons why the EFL beginning speakers can speak English is because of their surrounding influence.

In short, if someone's surrounding is English speakers, then he or she will automatically have to speak English too. On the other hands, the limited English speaking surroundings cause the EFL beginning speakers have less or even no chance to speak English. This will be able to make them fail to communicate fluently.

5.2. Suggestions

The writer suggests some strategies or steps in his thesis to cope with those EFL beginning speakers' constraints. He suggests that EFL beginning speakers should motivate themselves by joining English speaking surrounding actively. If they do, then, they are hopefully able to cope with internal and external factors, which can cause constraints to speak step by step. For the EFL teacher, they should also concern on the internal and external factors that may arouse and affect the beginning speakers' speaking performance. The writer also suggests that to have a lot of practices to communicate English orally, will able to cope with the constraints. He takes the data, for EFL beginning speakers and teachers, based on his research to some other writer study, books and papers. Furthermore, he hopes that this study can give a useful consideration for them.

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