

CHAPTER V

CLOSURE

A. Conclusion

Following in-depth interviews with students enrolled on the English language course at UPB UIN Antasari Banjarmasin, the researchers gathered various pieces of information regarding the difficulties students faced in assessing their English language proficiency. The aim of this study was to understand how students participated in speaking activities, as well as the factors influencing that participation throughout the learning process. Based on the analysis and findings outlined above, this study successfully addressed the research questions raised. However, the findings of this study are as follows.

Based on the findings of this study, it can be concluded that students exhibit various differences when participating in English speaking activities at UPB. This engagement is evident from four perspectives: behavioural engagement, emotional engagement, cognitive engagement, and social engagement. Students not only participated actively in speaking activities but also made a concerted effort to understand the material, analyse their feelings whilst speaking, and build positive interactions with fellow students and lecturers. These four aspects continuously encouraged students to engage more effectively in the speaking learning process.

The findings of this study also indicate that there are several factors influencing students' performance in English-language activities at UPB.

These factors include self-confidence, motivation to learn, vocabulary proficiency, understanding of the subject matter, classroom atmosphere, support from classmates, and support from lecturers. These factors can help students feel more confident and engaged in their learning process. However, some students still face difficulties, such as having a limited vocabulary, feeling shy or nervous, and frequently making mistakes. Therefore, a comfortable learning environment, as well as support from lecturers and peers, are important factors in increasing student participation in speaking activities.

B. Suggestions

Based on the findings of the research, the researchers present several resources that are expected to be useful for students, teachers and aspiring researchers.

1. For students

Students are expected to participate more actively in English speaking activities in the classroom. When learning English, nervousness and fear of making mistakes are common issues, consequently, students are often reluctant to speak. As the frequency of practice increases, the quality of their speaking skills will also improve. Before taking part in speaking activities, students are also encouraged to expand their vocabulary, practice their pronunciation and prepare themselves in order to boost their confidence.

2. For Lecturers

Lecturers are encouraged to continue developing teaching approaches that inspire and motivate. Effective classroom management can help students become more enthusiastic about learning English. Furthermore, lecturers can provide students with more opportunities for discussion, presentations and other speaking activities. Positive feedback and support from lecturers can also help students boost their self-confidence.

3. For future researchers

This study still has some limitations as it involved only two groups. Researchers are therefore encouraged to involve a larger number of participants in order to obtain more comprehensive data. Furthermore, follow-up research could be conducted at different study sites or within different programmes to provide more comprehensive findings regarding student engagement in English-language activities. Overall, the researcher hope that the findings of this study will be beneficial to learners of English, particularly in helping students become more engaged and confident in their own abilities.