

CHAPTER V

CLOSURE

A. Conclusion

After taking everything into account, there are two most important points that the researcher found as the conclusion of this study, namely:

1. Students' pedagogical perspectives support the student in their communicative competence development. The teaching method applied by the teacher emphasizes the practice of the language. The teacher, with her attitudes, promotes language learning by providing communicative materials, tasks and activities. Moreover, the learning environment both the classroom settings and interactions can encourage students to communicate.
2. Students' psychological perspectives sometimes become their obstacles in developing their communicative competences. Most of the students feel anxious when they have to speak in English. They may feel such nervous, worry, afraid of mistakes and judgments from others. Besides that, most of the students think that English is hard but they still try to learn and enjoy speaking in English but some students are frustrated and bored learning English. In the aptitude view, some students have a good language learning aptitude and it influences their performances in speaking English. Last but not least, some students are interested in speaking English but some others practice speaking English just to avoid punishments.

B. Suggestion

Considering the findings and discussions of this study, the researcher suggests some points as follows:

1. For the stakeholders in Darul Hijrah Islamic Boarding School for Female, the researcher suggests that there will be some regular evaluations toward the language learning system and implementation that involve teachers and students so that the result will be more comprehensive. In addition, the school may consider some further activities or programs that can facilitate students to have more feedback of their language learning performance so the students know what needs to be improved from their performance.
2. For the teacher, the researcher hopes that she will keep implementing communicative and interactive strategies in learning process. The researcher also suggests that she can utilize some more interactive teaching media to make the students engaged and reduce boredom in learning activity. Moreover, she can integrate between skills so that the students can develop their communicative competence not only in speaking, but also in writing, reading, and listening skills.
3. For the students, the researcher hopes that they can find their most comfortable way to learn a language. Additionally, they have to shift their mindset and believe that they are able to master English so that they will put more effort in acquiring the skills.
4. For future researchers, it would be better if they conduct a test such as MLAT or PLAB to assess students' language learning aptitude in order to get the exact scores. Besides, if they are interested in exploring the same topic, they can consider another areas of the perspectives such as students learning style, self-efficacy, and so on.