

CHAPTER V

CLOSURE

A. Conclusion

Dayak students encounter various challenges and milestones in developing their English speaking abilities. Initially, they often feel hesitant and lack confidence, especially when faced with unfamiliar vocabulary and pronunciation issues. However, through consistent practice, participation in speech contests, and self-reflection, they gradually build confidence and motivation to speak English. Despite these improvements, they still face obstacles such as forgetting vocabulary and the impact of their native accent, which can affect fluency and clarity.

The Dayak mother tongue significantly impacts students' English speaking, particularly in pronunciation, intonation, and accent. Their native language affects how they articulate vowels, stress, and rhythm, often resulting in a distinctive accent that may sometimes hinder mutual intelligibility. However, students recognize these effects and employ strategies such as listening to native speakers and practicing spoken English to minimize interference. These efforts help improve their pronunciation and reduce the impact of their mother tongue on their English speaking proficiency.

B. Suggestions

Based on the study's results and conclusions, numerous recommendations are made to help pupils acquire English-speaking abilities, particularly those from the Dayak group or with comparable linguistic origins. These proposals are intended for students, instructors, and future scholars.

1. For Students

Students are encouraged to actively seek chances to practice speaking English in a variety of contexts, both official and casual. Building confidence and fluency in a language involves consistent usage, therefore interacting with English media such as music, films, and discussion platforms may be quite useful. Furthermore, students should not be scared to make mistakes, since they are a normal part of the learning process. Persistence and a positive attitude will help students overcome pronunciation and vocabulary issues caused by their native tongue.

2. For Teachers

Teachers are urged to foster a helpful and encouraging environment for speaking practice. This involves adopting interactive methods like role-playing, group debates, and presentations to make learning more pleasant and less stressful. Teachers should also be aware of the impact of their pupils' original language and offer special advice on pronunciation and sentence construction, which are frequently problematic. Helping pupils

gain confidence and awareness of their development can greatly improve their speaking abilities.

3. For Future Researchers

Future researchers should undertake larger and more diversified studies to acquire a better understanding of the effect of mother tongue on English speaking. It may also be beneficial to investigate how other language abilities, such as listening, reading, and writing, are impacted by the first language. Furthermore, research into the impact of cultural identity and multilingual exposure on impacting language learning experiences might make significant contributions to the area of English language teaching.