

CHAPTER 6

CONCLUSION AND SUGGESTION

This chapter presents the information about conclusion and suggestion from the research and the data analyses discussed in previous chapters. These conclusion and suggestion hopefully could give benefits to know what kind of problems and students' learning strategies used to develop their speaking skill.

However this study highlights some important aspects of the process of foreign language learning. Through this research, it was hypothesized that to improve the students' oral production, there are some considerations that should be noted. The present study is a total of three chapters. The first and the second chapters are the descriptive part which are about introduction, mainly outlines some of the issues related to the nature of speaking and review a related literature, provides a better understanding of language learning and theoretical principles. Furthermore in the third chapter accounts for the research of methodology used by the researcher, it is concerned with analysis of the obtained data gathered from questionnaire, interview, observation and documentation.

The conclusions deal two main objectives : (1) Investigating the problems cause students fail in practicing their English Speaking Skil; (2) Observing the possible ways to solve students problems in developing their speaking skill. Meanwhile, the suggestion is made concerning the significance of the learning of speaking process in SMU Panjura Malang.

Conclusion

Based on the results of the present research findings, the conclusion can be drawn as the following.

(1) The Problems Cause Students Fail in practicing their English Speaking Skill

In general this study shows thatlearners needed an effective learning technique for improving their quality of oral production. Learners always paid

attention to teacher's explanation, then they tried to tell their opinion based on their ability, furthermore they learnt new words from listening, reading by means of discussing with the teacher. It is noticeable that learners had much motivation for developing their speaking skill. Somehow dealing with motivation as an essential factor for language learners, the English teacher in SMU Panjura always influenced the students' willingness to participate actively in the learning process. But still some of them were lack confident to speak. These unmotivated students could be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistake, limited knowledges in vocabularies and pronunciation. Therefore teacher has responsibility to create a relaxed and friendly situation, positive attitude and feedback towards learning process so the learners can use the target language without hesitation. The students are also supposed to be put in a safe environment where it will prevent them from embarrassment or anxiety when they are asked to express themselves.

However, speaking problems can be major challenges to effective foreign language learning and communication. The spoken form in the language learners' class acts as the prime source of language learning. Time distribution also another problem should be encountered by students because it is very limited in time for them to have speaking class. It is very essential for using the time effectively especially by students to improve their speaking skill. Involving doing something together or working together applied in classroom activities somehow helped the students to be more active in communicating each other. Their personalities might affect the choosing of the learning strategies employed, sometimes they had to perceive first and did it, but on the other hand they had to listen first, observed the situation then made an action.

(2) The Students Expectation in solving their speaking problems

It is found that in learning English speaking the students needed variety of classroom activities. The variables of appropriate teaching strategies and available

materials and media as supplementary items also encouraged students to learn better. They were more impressed in the speaking class activities. By having these kinds of methods students were more motivated and active, attentive all the time, enjoyed the lesson well, so the learning program went according to plan and the target language (English) was used communicatively throughout.

In line with the time distribution problem, teacher relied on much at 2 x 45 minutes time allotment. Time allotment was spent more to teach reading skill since the national curriculum is focused on reading and writing materials. However the teacher attempted to integrate all language skill, especially reading and speaking, for example by applying some techniques to attract the students' interest and attention, such as performing dialogue or role playing, peer chatting and presentation. It indicated that the English teacher in SMU Panjura realized and knew the important roles of the techniques. In addition, these kinds of techniques were used effectively in accordance with the theories given in the class.

Apart from the teacher's proficiency, some students also agreed that KelasLintasMinat as additional program for improving students' language skill especially speaking. The program is conversation class two hours a week on Saturday only. This English program accommodated both English teacher and students created an English zone, where every students should speak only English.

Suggestion

Based on the discussion of the results and the conclusions in the previous section, the researcher formulates some suggestions which might be useful for teachers, students and future researchers for further improvement.

(1) Suggestions for English Teachers

Regarding the significance of the English speaking. It is advisable for English teacher at Senior high school levels, especially the English teachers at SMUPanjura Malang, to make a comprehensive preparation in English classroom.

The teacher preparations of learning of speaking are expected to be more preparable of the models, such as the use of learning media, the availability of classroom activities and tasks so that the students will be more excited to learn speaking. It is also suggested to English teacher to speak English more often in order to motivate students to be accustomed to speak English either inside or outside the class. Finally before the class ended, it is better for the English teacher giving a positive feedback with a reasonable mark (based on the achievement). So that a precise judgment on the result of the students' speaking feedback could ensure the progress accomplished by the students.

(2) Sugesstions for Learners

Speaking is related to students preferences. Learners need to be more flexible, ready to adapt and try a variety of learning strategies and techniques in order to help them to achieve success in language learning and develop their speaking skill thus the students are empowered to manage their own learning styles.

(3) Sugesstions for Future Researchers

It is suggested that future researchers conduct further similar studies with different settings and subject (teachers and students of other levels with the same or different schools, different grades, private Junior High Schools or private and public Senior High Schools). In addition, similar students with different instruments are also suggested. The finding is expected to strengthen, enrich, and complete each other on information regarding the process of learning and teaching of speaking in the clasroom so as to make the research result more comprehensive and conclusive for the basis in solving a problem.

REFERENCES

- Al Hosni, S. (2014, June). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL)* Volume 2, Issue 6 , pp. 22-30.
- Al-Sibai, D. (2004). Promoting oral fluency of second language learners: Educational linguistics. Oman: Department of English King Saud University.
- Andrews, R. (2011). *Re-framing literacy: Teaching and learning in English and the language arts*. New York: Routledge.
- Ary, D. (2002). *Introduction to Research in Education* (3rd ed). New York: Holt, Rinehart and Winston.
- Bachman, L., & Palmer, A. S. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills: A Handbook for English Language Teachers*. London: Continuum.
- Bogdan, R., & Biklen, S. (1998). *Qualitative Research in Education. An Introduction to Theory and Method*. Boston: Allyn and Bacon.
- Broady, E. (2005). The four language skills or juggling simultaneous constraints. In & J. J. A. Coleman, *Effective learning and teaching in modern languages* (pp. pp. 52-66). London: Routledge.
- Brown, D. (2004). *Language Assessment (Principle and Classroom Practice)*. United State of America: Longman.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). White Plains, NY: Addison Wesley Longman.
- Caine, R., & Caine, G. (1991). *Making connections: Teaching and the human brain*. Virginia: ASCD, Alexandria.
- Cameroon, L. (2001). *Teaching Language to Young Learners*. New York: Cambridge University Press.

- Carrasquillo, A. I. (1993). Whole native language instruction for limited-English-proficient students. *Whole Language and the Bilingual Learner* , pp.3-19.
- Carrasquillo, A.L.; Carolyn Hedley. (1993). Whole native language instruction for limited-English-proficient students. *Whole Language and the Bilingual Learner* , pp.3-19.
- Celce Murcia, M, Olshtain, E. (2002). *Discourse and Context in Language Teaching. A Guide For Language Teachers*. Cambridge: Cambridge University Press .
- Celce-Murcia, M. (2001). *Teaching English as A Second of Foreign Language (Third Edition)*. New York: Heinle-Heinle.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching oral communication in Grades K-8*. Allyn and Bacon.
- Cunningham, F. M. (1999). English language learners' speaking skill. Retrieved April 20, 2017, from Eric Digest.: <http://www.Eric.ed.gov>
- Cunningsworth, A. (1984). *Evaluating and Selecting EFL Teaching Materials*. Oxford: Heinemann Educational Books Ltd.
- Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford: OUP.
- Depdiknas. (2013). *The Curriculum 2013 (K-13)*. Jakarta.
- Djiwandono, M. S. (1996). *Tes Bahasa Dalam Pengajaran*. Bandung: ITB Bandung.
- Doff, A. (1998). *Teach English: A training Course for Teacher*. Cambridge: Cambridge University Press.
- Fromkin, et al. (2003). *An Introductionto Language*. Seventh Edition. Boston: Heinle.
- Gebhard, J. G. (2000). *Teaching English as a Foreign Language or Second Language. A Teacher Self-Development and Methodology Guide*. Michigan: The University of Michigan Press.
- Graham-Marr, A. .. (2004). Teaching skills for listening and speaking. Retrieved April 20, 2017, from <http://www.Abax.Co.jp/downloads/extension/ETJ2004>.

- Harmer, J. (1998). *How to Teach English*. Cambridge: Addison Wesley Longman Limited.
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd edition). Essex: Longman Ltd.
- Harris, D. (1969). *Testing English as a Second Language*. New York: McGraw-Hill Book Company.
- Hinkel, E. (2006). Current Perspectives on Teaching the Four Skills. *TESOL QUARTERLY* Vol 40(1) , 109-131.
- Hinkel, E. I. (2010). Integrating the four skills: Current and historical perspectives. *Oxford Handbook in Applied Linguistics* , pp. 110-126.
- Honeyfield, J. (1988). Guidelines. *A Periodical for Classroom Language Teachers*, v10 n2 , pp. 25-33.
- Howarth, P. (2001). "Process Speaking. Preparing to Repeat Yourself". *MET*. V, 10, n.1 , 39-44.
- Hymes, D. (1971). *On Communicative Competence*. Philadelphia: University of Pennsylvania Press.
- Jack C.Richards; J. Platt and H. Weber. (2002). *Longman Dictionary of Language teaching and Applied Linguistics*. London: Longman. (3rd edition).
- Jing, W. (2006). .Integrating Skills for Teaching EFL—Activity Design for the Communicative Classroom. *Sino-US English Teaching*, 3(12) , 122-133.
- Johnson, K. (2001). *An Introduction Foreign Language Learning and Teaching*. New York: Longman. An Imprint Person Education.
- Krashen, S., Terrell, T. D. (1991). Affective Relations of Foreign Language Students to Natural Approach Activities and Teaching Techniques. In E. &. Horwitz, *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs: NJ: Prentice Hall.
- Littlewood, W. (1984). *Communicative Language Teaching*. Sidney: Cambridge University.
- McMillan, J., & Schumacher, S. (1993). *Research in Education. A Conceptual Introduction* (3rd Ed). New York: Harper Collins College Publisher.

- Miles, Mathew, B., & Huberman, A. (1984). *Qualitative Data Analysis. A Source Book of New Methods*. London: SAGE Publication.
- Morrow, K. (1982). *Communication in the classroom*. Longman House, Burnt Mill, Harlow.: Longman Group UK Limited.
- Murdibjono. (2001). Conducting small group discussion. . *Bahasa dan Seni*,19(1) , 139-150.
- Nation, I. S. P; Newton, J . (2009). *Teaching ESL/EFL Listening and Speaking. ESL & Applied Linguistics Professional Series*. Routledge Taylor & Francis Group.
- Nunan, D. (1992). *Designing Task For Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Language teaching methodology: A textbook for teachers*. Hemel Hempstead: UK: Prentice Hall.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- O'Malley JM; Pierce LV. (1996). *Authentic Assesment For English Language Learners. Practical Approaches For Teachers*. USA: Adisson-Wesley Publishing Company,Inc.
- Oxford, R. .. (2001). *Integrated skills in the ESL/EFL classroom*.
- Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers.
- Rivers, W. (1981). *Teaching Foreign Language; Second Edition*. Chicago: The University of Chicago Press.
- Scrivener, J. (2005). *Learning teaching*. Oxford: Macmillan Publishers Limited.
- Tuan, N. H; Mai, T. N. (2015). **FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT LE THANH HIEN HIGH SCHOOL**. *Asian Journal of Educational Research* Vol. 3, No. 2 , 8-23.
- Ur, P. (1996). *A Course in Language Teaching*. Cambridge: Cambridge University Press.

-
- Ur, P. (2009). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Wallace, T. et.al. (2004). *Teaching speaking, listening and writing*. , be: International. Brussels: be: International Academy of Education.
- Weir, C. (1993). *Understanding and Developing Language Test*. Teacher Education and Development. New York : Prentice Hall International English Language Teaching.
- Widdowson, H. G. (1998). *Teactiing Language as Communication*. Oxford: Oxford University Press.
- Wyatt, N. (1989). *Talking to learn: Structuring Speaking in the Classrom*. The United States of America: National Council of Teachers of English.
- Young, D. J. (1990). *An investigation of students` perspectives on anxiety and speaking*. *Foreign Language Annals* , 23(6) PP 539-567.
-