

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on research findings, it can be concluded that:

1. There were two different ways the teachers applied in the teaching of speaking English in the classroom teaching process, they are: (1) helping the students to overcome their initial reluctance to speak which consist of; a) encouraging the students to speak, b) providing opportunity for the students to speak, and (2) providing appropriate feedback. The two ways were lack to facilitate the students to be confident in speaking where the teacher cannot develop the students to be skillful and be able to speak confidently. Based on this finding, it is concluded that the teacher has not taught the speaking properly.
2. The underlying reason of the teachers' ways in the teaching of speaking English was due to six reasons, they are; (1) Teachers belief on the importance of relaxation in learning speaking, (2) Realizing that the students are lack of vocabulary mastery, (3) Teachers' belief that the students utterances allow the evaluation of the students achievement, (4) Teachers' belief on the importance of controlling the students' achievement in using vocabulary, (5) Teacher's knowledge of the objectives of teaching "Asking and Giving Opinion" and (6) Teachers know about the importance of self-confidence. Based on this finding, it is

concluded that the application of the improper ways is caused by the teachers' lack of knowledge of the nature of speaking and lack of knowledge of how people learn to speak or to express himself in communicative events.

5.2 Suggestion

Based on the above conclusions, the following suggestions are given as follows;

1. The teacher should learn more about the nature of speaking in order that the teacher does not confine the teaching of speaking to the teaching of vocabulary and pronunciation.
2. Encouraging the students to have confidence in speaking English should not be limited to physical regulating, like pointing and nominating, but it should be organized in a more cognitive ways, like fitting the speaking activities to the students' entry level, and characteristics.
3. To overcome the students' lexical problem in teaching speaking should not be conducted by translating the expression commonly used in speaking, the teacher should be better expose written text, encourage the students to study vocabularies found in the texts, and develop a speaking activities based on the texts.