

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research at SMP Swasta Muhammadiyah 1 Medan led to conclusions that are categorized into two main sections, as explained below:

1. There are three problems found in monolog speaking performance, namely inhibition, nothing to say and mother tongue use. The main obstacle pertains to inhibition, particularly verbal disfluency and facial expressions. Specifically, stammering or halting speech and eye rolling. Additional obstacles in voice characteristics included quivering or shaking, speaking too slowly, too quickly, or monotonously. Verbal disfluency also manifested awkward pausing and speech being blocked. Facial expressions posed significant hurdles, with frequent avoidance of eye contact, tense facial muscles, and deadpan expressions. Regarding physical behavior, obstacle included rigid or tense arms and hands, fidgeting or waving hands, and being motionless, as well as swaying.

The obstacle of having "nothing to say" was evident in the inappropriate use of time or superficial content; and mother tongue use, such as code-switching or mixing, was a minor obstacle.

2. The factor causing obstacles in students' speaking performance are divided into affective factors including anxiety, worry, nervousness, shyness, forgetfulness, confusion, cautiousness, lack of confidence, unfamiliarity with performing, and discomfort. Linguistic factors cover the fear of making mistakes in pronunciation, grammar, and word choice, unfamiliarity with speaking in

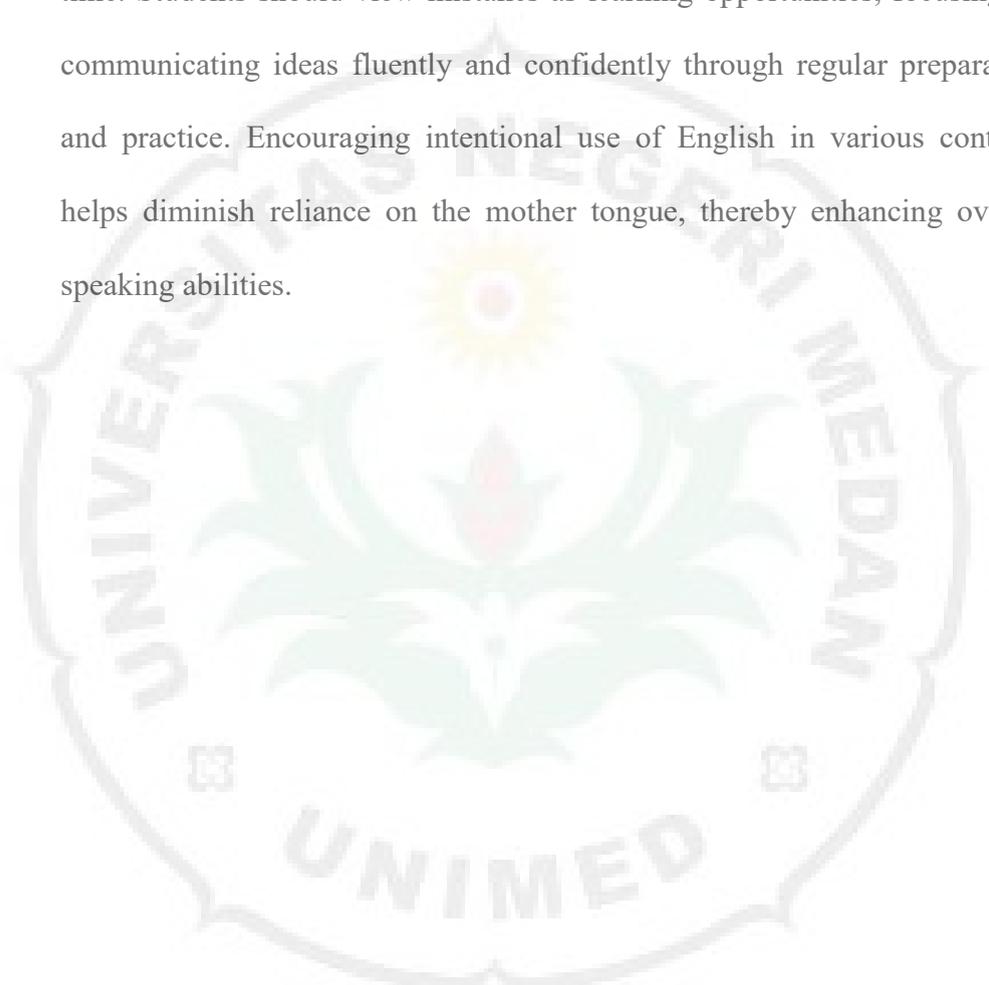
English, difficulty in organizing or remembering words or sentences, and limited proficiency in English. Performance conditions involve issues such as time pressure, lack of preparation and external disturbances from peers.

5.2 Suggestion

After examining the research results, the researcher offered recommendations for each:

1. The constructive feedback and positive reinforcement should be utilized to improve monologue speaking performance. Voice training activities should focus on adjusting pitch, pace, and tone, as well as practicing mimicry from effective speakers, such as native speakers in video. Emphasizing content preparation helps avoid superficial ideas, and consistent use of the target language should be encouraged. Addressing physical behaviors, such as fidgeting, can be done through body awareness exercises and video feedback. Improvement over time can be achieved through structured practice tailored to each student's specific needs.
2. Schools should enhance language learning resources like language labs, speaking clubs, and extracurricular activities to boost speaking practice, fostering a culture valuing speaking skills to motivate active engagement in language learning. Teachers should cultivate a supportive classroom environment by integrating activities promoting spontaneous speaking, offering emotional support, and giving positive reinforcement to reduce students' fear of making mistakes. Providing diverse and engaging speaking

opportunities tailored to different learning styles helps build confidence over time. Students should view mistakes as learning opportunities, focusing on communicating ideas fluently and confidently through regular preparation and practice. Encouraging intentional use of English in various contexts helps diminish reliance on the mother tongue, thereby enhancing overall speaking abilities.

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