

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions derived from the first chapter until the fourth chapter in this study. The conclusions are directed to describe the objectives of the study. The suggestions are also presented in this chapter. The suggestions are aimed for the students to minimize the speaking problems and maximize their speaking skills.

#### 5.1 Conclusion

The subjects of this study were the students and one English teacher of class 8.3 at SMP Negeri 6 Malang. In this study, the researcher wants to know about the problems of the students, the efforts of students in overcoming speaking problems and also teacher's strategies to help students in overcoming the problems. The researcher were conduct this study based on Skeffington theory about students' problems in learning speaking, Littlewood theory about classification of communication strategies and Ur theory about the solution to reduce speaking problems.

From the finding and discussion presented in the previous chapter, the researcher drew some conclusions. The conclusions were the students had some speaking problems in the class which hampered them from learning their speaking ability. There were three problems which occur in learning speaking: peer

pressure, lack of motivation and lack of support. These difficulties were in the form of shame, afraid to speak English because often ridiculed by their friends, do not speak English, no idea at all, less fluent in English, less preparation, confident and motivated, difficulties in vocabulary, grammar and pronunciation. All these problems occurred when they were doing speaking activities in the class. The finding showed that for all students, lack of support is the most reason of their problems in learning speaking.

To overcome the problems in learning speaking, students employed some communication strategies. Among those all strategies, seeking help frequently happened in the class. In addition, teachers also had strategies to help students overcome the problems. The first strategy is using conical strategy, so it is begin with making group work, in pairs and individual. The second is the language should be as simple as possible and easily understood by students. Interesting topic also affects the students in learning speaking, but during this time the teacher has never asked students about the topic that makes them motivated to learn speaking English. In giving of the task, the teacher is required to provide clear guidance and also the students reminded to switch back to English when they use Indonesian, through motivation to use English.

## **5.2 Suggestion**

Related to the research finding, the researcher has some suggestions to minimize the speaking problems and maximize students' speaking skill.

For the students, all of communication strategies can help them in overcoming the problems of speaking in order to maximize their speaking skill.

Then, the students are also expected to choose the appropriate strategy to be applied in every activity of speaking in the class.

For the teacher, as explained previously that the students have 3 kinds of problems in speaking that are peer pressure, lack of motivation and lack of support. So far, the teacher has been very helpful in overcoming the problems of students speaking English in the class, but maybe can improve the performance and have more strategies again. The teacher is encouraged to reduce speaking problems in lack of support by reminded the students were not being too focused on grammar, recorded the vocabularies and required to memorize vocabulary.

Whereas, in peer pressure by providing opportunities for all students to speak English in front of the class. The last problem in lack of motivation, the teacher asking about the topics of speaking that can make the students motivated to speak English. In a crowded class when one of their friends speak in front of the class it can be solved by giving assignments to students who do not come forward to record and give advice or comment to their friend who speak in front of class.

For further researchers, the researcher recommends to make more in-depth research about the problems faced by the students in learning of speaking, then the efforts of the student in overcoming those problems and the strategies used by the teacher to help students in overcoming the problems of speaking from previous studies.