CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions that are derived from the research findings.

A. Conclusion

There were some conclusions which were drawn from the research problems, as follows: 1) the problems of second semester students’ face in learning speaking at English Department at IAIN Sunan Ampel Surabaya (2) what strategies that they use in overcoming the problems.

1. The Problems Faced by Students’ in Learning Speaking

Based on the result of the questionnaire, the writer could take conclusion about the problems of second semester students’ face in learning speaking at English Department at IAIN Sunan Ampel. The problems faced by the students’ in learning speaking were inhibition, nothing to say, low or uneven participation and mother tongue used. It was because they did not master the three primary elements of speaking namely, vocabulary, grammar, and pronunciation. As a result, many students were not really good in speaking.

For example, in term of vocabulary, most of the students said that this element made them difficult to speak English well. There were some causes why the students got difficulties in term of vocabulary. Firstly, the students were too lazy to practice speaking and use dictionary. They only used the dictionary if they found
difficult or strange words in the lesson material. Secondly, the students were still embarrassed in practicing speaking English with their friends. Sometimes they were difficult in speaking English because the topic was seldom to discuss so they had limited time to think about the topic and they were not ready with the vocabularies that they used. So it made their participation in class low.

Furthermore, another element of speaking that made the students difficult to speak English well was grammar. The students frequently spoke English in inaccurate oral grammar. They did not completely master the tenses in grammar. As a result, they spoke English in unorganised way and frequently confused others when they presented ideas. And it made them shy and afraid to speak English. The students thought that if they thought too long about grammar to make good sentences, their idea would disappear. In fact, grammar will make someone’s communication clearer and more accurate. Correct grammar will avoid misunderstanding among the people or students in their communication.

The last element of speaking that made the students difficult to speak English well was pronunciation. Most of the students were difficult to pronounce words clearly. It was because they did not frequently and regularly practice how to pronounce words clearly. They felt difficult to differ from pronouncing vowel and consonant. It is because of the difference in pronouncing vowels and consonant in Indonesian and English language that sometimes made them confused to pronounce vowel and consonant in English.
Besides those problems, they also had problems with their mother tongue and their self-confident. Their mother tongue still effected their communication because they did not use English in daily communication. So it made them felt unnatural in speaking English. Thus it made their self-confidence low.

2. Students’ Strategies to cope Such Problems

Based on the result of the data, there were some strategies used by the students in overcoming the problems in learning speaking:

First, to cope with the problem related to inhibition, the students tried to increase their confidence by being active in speaking class and increasing their English by speaking English out of class with their friends.

Second, to cope with the problem related to nothing to say, the students were drilled to be more active and confident in speaking in class and tried to understand about the difficult topic.

Third, to cope with the problem related to low or uneven participation, the students prepared the material before and motivated themselves to be confident in participating in class.

Fourth to cope with the problem related to mother tongue used, the students practiced their English not only on English Day but they usually spoke English with their friends everyday.
Fifth, to cope with the problem related to speech act, the students joined some English club in campus and also practiced it everyday by speaking with their friends. They also often listened to native speakers conversation.

Sixth, to cope the problem related to pronunciation, the students tried to pronounce a new word everyday and listen to western song in order that familiar to the sound of the words.

Seventh, to cope the problem related to grammar, the students studied hard about tenses in order to make their speaking better. If they had difficulties in learning grammar they asked it to their friends and do the exercises in grammar book to make them more understand the use of grammar.

Eighth, to cope the problem related to vocabulary, the students memorized the vocabulary and often used dictionary if they found new difficult word. Students also read English story book or English magazine to get new vocabulary.

Ninth, to cope the problem related to fluency, the students tried to understand more about pronunciation and grammar. They also practiced English everyday in order to make their fluency better.

Tenth, to cope the problem related to oral communication, the students often listened to the Western song and also watched Western movies in English as a language. They also tried to speak with native speaker.
B. Suggestions

Based on the findings at the previous chapter, it is necessary to give valuable suggestions for the students, lecturers and also for the other researchers. These suggestions hopefully will become consideration for them in order to improve the quality of the students’ speaking ability and also the speaking course, particularly in English Department.

1. Suggestion for the Students’

For the students who want to speak English fluently, clearly, and accurately, the researcher recommends some suggestions. The researcher suggests the students to apply some simple “tricks” in order to improve the speaking ability.

The first is reading a lot of English books every single time. It will add and enrich our knowledge toward phenomena in the society and also enrich vocabulary stock in our memory.

The second is trying to memorize vocabularies in the dictionary continuously. We may take 5-10 minutes to memorize it.

The third is trying to practice speaking English as often as possible, and learning English with our friends that master the pronunciation well so we will get correction if we are wrong in pronouncing the words.

The fourth is watching a lot of Western movies and also listening to Western songs regularly. This will get not only entertainment, but also the knowledge
from the actors/actresses’ performance when they pronounce a certain word correctly and when they show a certain expression when they speak.

The fifth is memorizing the tenses in speaking regularly and then practicing it constantly both in written or spoken.

The last is trying to practice speaking not only within classmates inside the class but also outside the class. Finally, to be confident in speaking English in class although sometimes there are some mistakes.

2. Suggestion for the Lecturers

The writer has some valuable suggestions, especially for the lecturers who have competence or specialization in teaching speaking course. In order to improve the quality of both students’ speaking ability and speaking course to be more interesting, it is suggested for the lecturers to select the most appropriate technique and method based on the students’ needs and wants, for example Communicative Approach method using Role-play technique. Proper technique and method will probably yield the maximum result. Moreover, the lecturers should frequently arouse or encourage the students’ motivation in every teaching-learning process of speaking course.

In addition, it is recommended for the lecturers to point out to students what they are doing wrong with their speaking, for example, their tongue and lips when they pronounce or utter some words. In short, the lecturers should be able to correct the students’ mistakes in a gentle way and in exact time in order to keep the students’ confidence still up. Moreover, the lecturers should frequently give some simple and
valuable theories for the students in term of how to improve their speaking ability. Simple theories will make the students easy to apply them, make them diligent, and not bored to try them. In brief, the lecturers should be as creative as possible to find “fresh” theories in connecting with the improvement of speaking ability. Next, the lecturers should frequently and intensively give the students interesting and appropriate materials when they teach speaking. Interesting and appropriate materials may attract the students to express their ideas through speaking. Finally, the lecturers should create a new teaching-learning atmosphere in speaking course program, for example teaching speaking outside the class, such as in the college’s park or garden. If possible, the lecturers may take them go to the tourism objects around the campus or reachable places. This will avoid the students from boring and saturating situation.

3. Suggestion for the Next Researchers

The researcher also hopes that the next researchers will continue this research by conducting the further investigation with different subject of investigation such as (reading, listening, and writing) from different population.