CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion presents the results of the study, in addition, the suggestion presents the advices for the teachers, students, and the other writers.

A. CONCLUSION

From the data analysis of contributing factors to the students’ inability in ‘speaking of first and second graders of Ma’arif Senior High School 4 Driyorejo during the English lesson, the writer draws conclusion as follows:

1. The factors which cause the students’ inability to speak English during English lesson are:

   a. Lacking of Motivation, some of the students do not like English and think that there is no interesting thing during the English lesson. They also do not like speak English, most of them can only speak English a little.

   b. Lacking of vocabulary, more than half of students said that they know little about English vocabulary, and they also can not arrange a sentence in English.
c. Lacking of confidence, most of them feel un-confidence when they speak English, they are afraid to make mistake, then their friends laugh at them. A half of them also never speak English during English lesson.

d. Grammar, some of them are afraid to speak English, since they do not comprehend with the grammar, and according to them, speak English means understanding the grammar first, then speaking.

e. Environment, their environment does not support them to learn speaking English. All of their friends do not speak English, so that when some students try to speak English, they insult them, since they are different.

f. Lacking of teacher’s role, most of them do not like when their teacher speaks English, since they do not understand what the teacher’s speech is. Almost all of them said that their teachers do not only give them opportunities to speak English, but also do not motivate them to speak English.

g. The teacher’s technique, some of the teachers do not give speaking activities during English lesson, the students also do not understand with the teacher’s technique.

2. The Most Dominant Factor Which Cause The Students’ Inability To Speak English During The English Lesson

After observing, delivering questionnaire, and interviewing the students, I can conclude that the most dominant factor which causes the
students unable to speak English during English class is, lack of teacher’s role. These are the following reasons of lack of teacher’s role in teaching speaking:

a. The students said that they do not like their teacher’s technique, since their teacher dominated the time by reading and translating the text by her/himself. He/she answered the questions by her/himself either.

b. The teacher does not give speaking activities during the English lesson, so he/she does not help the students to be able to speak English.

Finally, we can conclude that lack of teacher’s role make the students unable to speak English.

B. SUGGESTIONS

After doing observation, delivering questionnaire and interviewing the students, the writer would like to give some suggestions which may be useful in creating the better techniques in learning and teaching of speaking English.

1. For the Teacher

The teachers have done many things for their students during learning and teaching of speaking English. However, there are some weaknesses that have to be repaired to make the students able to speak English. The teacher would be better give more motivation, encourage them, give them more
speaking activities and more activities in speaking English in order to be able to speak English.

2. **For the students**

   I do hope the students learn English more intensively, especially in speaking skill, since English is very important in this modern era, they might be do not need it for now. However, at least they can speak English, although little, they will need it in their life, or at least, it can increase the list of Indonesian people who are able to speak English. They have learnt English for long time, they have to prove to the world, that they not only can learn the theory, but also be able to speak English.

3. **For the others writers**

   The writer does realize that this study is still far from being perfect. In her research result, she does not really sure that motivation is the most dominant factor which cause the students unable to speak English, she convinces that the teacher’s role influence this problem. She does want to do research intensively, however, because of limit of time, she can not do it. Therefore, she really hope, that there will be other writers who will do the same research, about the factors which cause the students unable to speak English during the English lesson, but more specific, it might about the teacher’s role as the most dominant factor in causing the students’ inability in
speaking English during English lesson, since she does not quite sure about the result of her study. So, she does really hope that the other writers do the study intensively with the more accurate data.