

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion

Based on the data of research, it can be concluded that, there were many students who have low ability in speaking. Most of them cannot convey the material of the presentation clearly. Many obstacles they found in the presentation such as felt blank, forget the material, and nervous. Based on my analysis, I found many students are lack of vocabulary. Hence, they feel blank when described their article. Moreover, they have weakness in grammar, because most of them do not know how to make the sentences in speaking grammatically. Furthermore, the other obstacles came from their pronunciation, there were many students cannot pronounce the words correctly, because they never get the lesson of pronunciation intensively even though in informal lesson, and they never practice it. Nevertheless, from all of the components of speaking, most of the students got lowest score in fluency component. Hence, it can be concluded that from all of the components, fluency is the lowest achievement of students. However, the main point of this case is all of students must be master all of component of English it can truly help them to speak well.

Based on the early explanations, I concluded this research is running well, I got all of the data that supported my research. In this research, most of students at the class do not have basic in English, especially in speaking. The main point of this research is the students are fail in speaking ability. It is because they limited by knowledge of speaking components, and the most difficult component for students is fluency component. They cannot told their article fluently.

Suggestion

Based on the data above of this research, there are some suggestions as the references of the next researcher who will make a research about speaking ability. The first suggestion is for the students to develop their ability in each component of speaking, especially in vocabulary component, because this component is the main

point of speaking ability. The students can speak if they have vocabulary because no one can speak without vocabulary. Hence, I suggest for those students in the school to enhance their vocabulary before they improve the other components of speaking such as pronunciation, grammar, vocabulary, and comprehension. In this case, I emphasize if students can speak English well they have to develop all of their skill in each speaking component, then they have to practice it in their daily activity, because language is the one thing that can be lost if we do not use it.

The second suggestion is for the teachers in the school and all the schools in Gorontalo especially, for making students great in speaking ability. They have to train the students to speak English. Especially, if the school has a lesson to make a presentation, storytelling or et cetera. The last, I suggest to the teachers to give the students at least 5-10 vocabularies every meeting of English lesson, hence, they can memorize the vocabulary, and they can applied in their daily life then start from it they can train their speaking. However, vocabulary is the main point in speaking ability. It can help them in speaking. The keywords are only enhance your vocabulary and keep practice.

BIBLIOGRAPHY

Arikunto, S. (2006). *Prosedur penelitian: suatu pendekatan praktik*. Jakarta: Rineka Cipta.

Brown, H. D. (2004). *Types of Speaking* is available in eprints.uny.ac.id/8234/3/BAB%20207202244045.pdf accessed May 15th 2015 at 10.05 a.m

Brown, H. D. (2004). *Language assessment principle and classroom practice*. London: John Hopkins UP.

Byrne, D. (1980). *Teaching oral English*. London: Longman.

Harmer, J. (2002). *The practice of English language teaching*. Malaysia. Longman.

Hugest, A. (2003). *The advance learner's dictionary of current English*. London: Oxford University Press.

Kayi, H. (2006). *Teaching speaking* is available in iteslj.org/Tecniques/Kayi-TeachingSpeaking.html accessed May 22nd 2015 at 8.00 a.m.

Moleong, J. L. (2007). *Methodologi penelitian kualitatif*: Bandung: PT. Remaja Rosdakarya.

Ramelan, MA. (1992). *Introduction to linguistics analysis*. Semarang: IKIP Semarang Press.

Schmitt, N. (2002). *An introduction to applied linguistic*. New York. Oxford University Press.

Siahaan, S. (2008). *Issues in linguistics*. Yogyakarta: Graha Ilmu

Singh, P. (2006). *A comprehensive guide to writing: A research proposal*. Selangor Darul Ehsan: Venton.

Sugiyono. (2011). *Metode penelitian pendidikan*. Bandung: Alfabeta

Sukardi. (2009). *Metodologi penelitian pendidikan*. Jakarta: Pt. bumi aksara

Suparman. (2007). *Guided speaking (Practice guide to speak English)*. Surakarta: Total Media Amerika. (copy-right by person education Inc.)

Tarigan, H. G. (1990). *Pengajar pragmatik*. Bandung: Angkasa

Thornbury, S. (2002). *How to teach speaking*. Person: Logman.

Young, D. (1999). *Vocabulary* is available in

<http://donnayoung.org/forms/help/vocabulary.htm>