

Chapter 5: Conclusion and Recommendation

This chapter consists of two parts, which are conclusion and recommendation of this research. Conclusion part describes the summary of the research data. In recommendation part, a number of points regarding to suggestion of the problems explored in the research.

Conclusion

Speaking is one of the four basic language skills. This skill associates with conveying ideas, feeling, and thought. Speaking skill is the one important skill that should be learnt in English Foreign Language (EFL), so that the students who have learned in English Lesson must have already known about speaking skill itself. There are many kinds of speaking aspects, which must be known by the students; they are pronunciation, grammar, vocabulary, fluency and comprehension.

However speaking English is not easy for the students, because speaking is not only about our fluency in speaking English, but also must have a strong mentality. There are some problems that make students' difficulties in speaking English.

Based on the results of research was conducted at grade XII Social Sciences in SMA Muhammadiyah Batudaa on Monday 23th July 2018. The researcher found there are eleven factors difficulties in speaking English which had been experienced by the five participants interviewed by the researcher, they are: pronunciation, grammar, vocabulary, fluency, comprehension, nothing to say, accent, self-confidence, shyness, nervousness, and limited time.

Furthermore from the eleven these problems, there are five problems experienced by participants included in Brown theory (2004, p. 157) "about elements of speaking English, they are: pronunciation, vocabulary, grammar, fluency, and comprehension". Besides, according to Scott (2005, p.25) there are factors that make speaking easy or difficulty, they

are; affective factors and performance factors. There are five problems that make students' difficulties in speaking English included in affective factors, they are; nothing to say, accent, self confidence, shyness, and nervousness. And the last one is limited time, this problem included in performance factors.

Based on the result of interview, all of the five participants' experienced same problems in speaking English are pronunciation, nothing to say, self-confidence, shyness, and nervousness. Where the four problems are dominant problems experienced by the five participants who have been interviewed by the researcher. Furthermore, there are only four participants that have problems in the vocabulary; they are participant 1, 3, 4, and participant 5. Meanwhile, in the matter of grammar there are only three participants who experienced the problem; they are participant 3, 4, and participant 5. Besides, for fluency problems there are only two participants who experience problems in this aspect, they are: participant 1 and participant 5. In comprehension, from the five participants interviewed by the researchers who were only 1 participant who experienced in this aspect is participant 5. And the last is accent and limited time, from the five participants who have been interviewed by the researcher there is only one participant experienced in this problem is participant 3.

Recommendation

Based on the conclusion above, there are some points that can be suggested. Firstly, the students must further develop their knowledge in elements of speaking especially in pronunciation; they must train themselves more in terms of pronunciation. On the other hand, the students should learn a lot of vocabularies to help them convey anything. Even if it does not fit the grammar, it still makes people understand about what we say by using body language. In addition, when we are quiet, we can ask for help from other friends, so that they can help us when we have difficulty in speaking English. However, if our friends do not understand what we want to say, then ask for help from the teacher.

Secondly, it is suggested to the English teachers of SMA Muhammadiyah Batudaa to give more motivation to the students who are silent when speaking in front of the class, especially to those who feel insecure. Besides, the teacher should also provide time for students to practice their speaking, particularly their pronunciation in every meeting.

Lastly, this researcher only focuses on the difficulties experienced by students in speaking English. This research still has many shortcomings, yet hopefully it still becomes improvements for future researchers.

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