CHAPTER V
CONCLUSIONS, IMPLICATIONS, & RECOMMENDATIONS

This study has objectives to investigate low proficiency level students’ speaking progress when conversing with a native English-speaking teacher and how they handle their anxiety. This chapter presents the conclusions and recommendations about this present study. It summarizes the result and the discussion from the previous chapter and also reveals some recommendations for future researchers.

5.1. Conclusions
To conclude this study, the researcher comes up with two major conclusions. First, it is about low English proficiency students’ speaking skill progress after having 10 meeting conversation with a native English-speaking teacher. Considering students’ English knowledge and ability before having conversation with a native English-speaking teacher, students were categorized as low English proficiency students based on oral placement test which was conducted in January. The students had lack of vocabulary, grammar, and experience in conversing with English. Both native and non-native English speaking-teacher worked together to improve students’ speaking skill by conducting a team teaching. The non-native English-speaking teacher focused on giving materials and lessons while a native English-speaking teacher focused on having conversation with students. The students showed their progress positively in terms of interaction and speaking skill even though some students needed a long time to show their progress and still did hesitation during conversation. Overall, the students confirmed that team teaching between native and non-native English-speaking teacher is very useful in improving their speaking skill. It is not only for speaking skill but also it helps students to improve their interaction skill. The students learn from the mistakes which they make and by imitating the native English-speaking teacher. By imitating the native English-speaking teacher, they have a perfect model to learn English.

Second, it is about low English proficiency students’ anxiety and the way they handle their anxiety. All students had anxiety before having conversation with a native
English-speaking teacher. They felt nervous, shy, afraid of making mistakes, and afraid of getting mocked by peers. Both native and non-native English-speaking teacher created friendly and positive environment in order to make students feel comfortable since the environment affects students’ performance. The native English-speaking teacher tried to relate every materials with several things which students like. It helps students to have motivation and perform better. The students realize that having positive thinking is good to make students perform better. The students handle their anxiety by having positive think and motivation. The native English-speaking teacher also gives students motivation to perform English better. Furthermore, the teachers have a big role in education to maximize students’ potential. The teachers’ knowledge, confidence, and communication skill are important to create positive and friendly environment.

5.2. Implications

This study had been conducted successfully in improving students’ oral proficiency and interaction skill. This study also reduced students’ anxiety and gave students motivation to study and perform English better. According to the findings, the study had given so many influences to both NEST and NNES teacher in term of teaching English and also to students, especially to low English proficiency students in terms of improving their oral proficiency and reducing their anxiety.

The teachers must consider their proficiency in order to have well-organized team-teaching with a native English-speaking teacher. In accordance to that, only a teacher who has high English proficiency who is able to collaborate with a native English-speaking teacher. This team-teaching can cost a lot for some schools since it needs high budget to hire a native English-speaking teacher. However, students learned how to perform English better from friendly and relaxed environment team-teaching.
5.3. Limitation of Study
This study is limited only to low English proficiency students in urban area as the main sample. It was difficult to encourage students’ motivation and help students to reduce their anxiety at the first time. Cultural bias also influenced teachers and students interaction in the classroom.

5.4. Recommendations
The present study has extended some findings regarding to low English proficiency students’ anxiety and speaking progress by using observation, field notes, interview, and questionnaires. This study would suggest future researchers to consider exploring more about low English proficiency students’ interaction with a native English-speaking teacher in other rural areas which have bad perspective about English because some areas in Indonesia still think that English is a bad language and not important. The researcher believes that it will give abundance benefits for education in Indonesia, especially for students and also it will give positive environment in education system. This study also suggests that teachers to consider having a native speaker as language assistant in the classroom to help students to improve their interaction and speaking skill and having a collaboration teaching with a native speaker. It does not have to hire a native speaker and bring a native speaker to the classroom. It can be a project assignment that require students to interview or have a conversation with a native speaker or teacher can ask for their native speaker friends to talk to their students by Skype or face to face even for once. The researchers believes that it will make students enthusiast and have motivation to perform better.