

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher put forwards conclusions and suggestions related to the teaching speaking techniques to young learners implemented in an English Course and the obstacles the teacher faced on the implementation of those techniques.

5.1 Conclusions

Speaking as one of the verbal communication is crucial to English learning because it is the most common way for people to communicate each other. Therefore, it is important for English teachers to provide appropriate techniques for their students to improve student's speaking skill since they are young beginners. However, children have special characteristics in learning a language. It is believed that teachers in English Courses are able to cope with those characteristics and succeeded to produce graduates with better speaking skill than students who only goes to public school.

The following are the conclusion of the teaching speaking techniques implemented by a teacher in an English Course in Bandung and the obstacle faced by the teacher.

1. The data showed that there is significance sequences conducted in teaching speaking. In each teaching learning process, the teacher always moves from receptive skill activities to productive skill activities, in this

term 'speaking'. She always begins her sequences by delivering the meaning of the language through listening activities.

2. On the second session, she tends to integrate more skill in the activities such as actions, drawings, and speaking some times. This is aimed to give students enough opportunities to experiences the language through fun and meaningful practices. In this way, children's learning process happened naturally.
3. The last sequence is speaking skill activities in which have produced somehow in meaningful and contextual way and always related to the activities given in sequence 1 and sequence 2.
4. Overall sequences conducted by the teacher are similar to Harmer's procedures, P-P-P (Present-Practice-Produce). However, there are several differences, in deed, in the sequences conducted by the teacher. It is because some experts say that this procedure is more appropriate for grammar teaching. Therefore, the researcher believed that the differences modified by the teacher are for the sake of the objectives, speaking skill.
5. There are several obstacles faced by the teacher in implementing particular techniques: providing songs related to objectives because songs are limited, dealing with the students' limited ability to initiate natural speaking in the process of making something because they are still basic learners, avoiding a boring drilling and repetition, dealing with the small amount of students where sometimes only 1 or 2 students in the class. She

sometimes also neglects the objectives of the lesson for emergency problem occurred during the lesson, such as the amount of absent students.

5.2 Suggestions

Based on the findings of this research, the researcher proposes several suggestions as follow:

1. In teaching speaking, teachers need to integrate other skills, especially listening for delivering meaning.
2. Teachers in public schools may adapt these sequences and modify the techniques to improve students' speaking skill.
3. For another future research, it is important to analyze those techniques from different elements, such as the assessments of the techniques, the media of the techniques or even the implementation of the three sequences for other language skills.