

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusions that can be drawn from the research result and to provide suggestions for the English teacher and the other researchers on teaching English strategies.

5.1. Conclusions

The research was concerned with the strategies used and the problems faced by the English native-speaker in improving Indonesian students' speaking skill. The research was conducted in a private junior high school in West Bandung.

The findings of the research showed that the English native-speaker used ten different strategies in teaching English to the Indonesian students' as adapted by Herrel and Jordan, 2004 combined with Meyers, 1993; Gibbons, 1993; Krashen and Terrell, 1983; Lozanov, 1982; Ruth Wajnryb, 1990; Barrentine, 1996; and Asher, 1982. Clearly, the English native-speaker combined the strategies used on each different session, as follows: In the first meeting, the English native-speaker combined communication games, leveled questions, modeled talk, vocabulary processing, and total physical response for building the Indonesian students' understanding and participation. In the second, fourth, and sixth meeting, the English native-speaker used the same strategies: leveled questions, vocabulary processing, scripting, and interactive read-aloud. Those

strategies were used to attract the Indonesian students' responses and to check their comprehension in the reading circle. Then, the combination of language framework planning, dictogloss, and interactive read-aloud strategies were used in the third meeting to identify problematic structures and to assess the students' listening and oral communication skills. Moreover, in the fifth meeting, the English native-speaker applied realia and total physical response strategies. It was constructed to help the Indonesian students in gaining dynamic moves. Clearly, in conducting the strategies, the English native-speaker did not get any problem in getting the Indonesian students' responses. In brief, those combined strategies were used by the English native-speaker to explain different lesson topic on each meeting. Thus, the objectives of the lesson could be achieved.

Furthermore, the findings also reveal that the English native-speaker faced problems in teaching speaking to Indonesian students. Some of the Indonesian students spoke incorrect phrases in and out of the class, and they also put Indonesian fillers, e.g. *ah, yah, mah, lah, kan* into English word.

5.2. Suggestions

Based on the research findings, discussions, and the conclusions, the researcher proposes some suggestions for the English native-speaker and the future researcher in the field of methodology.

It is recommended for the English native-speaker to learn the Indonesian students' culture and learning styles in depth, in order to know their characteristic

and what they are going through. Besides, it will help the English native-speaker to decide the appropriate teaching strategies.

Moreover, for those who are interested to conduct the further research, they are advised to focus on the strengths and the weaknesses of using those strategies which are used by English teachers and the students' responses.

