

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of data collection analysis, the researcher can draw conclusions as below:

- a. The strategy used by EFL teachers in teaching speaking skill at senior high schools in Pemangkat sub-district. The strategy is necessary plans, methods, approaches, and various other activities to achieve learning objectives. There are four basic strategies in teaching soccer skill (Aswan, 2016, p. 5), namely, for the first, identify and establish specifications and qualifications for the expected behavior change of students, The first thing in teaching speaking skill is preparing material from different sources. They were not dependent on lesson plans because they adapted to the conditions in the classroom, after that the level of achievement that must be achieved by students is the students could speak English well in daily life. They also mentioned different materials, but the level of qualification that must be achieved by students on average is the students can communicate the expression of the material discussed. The second, choosing a learning approach system. The teachers prefer a student-centered approach because the students are required to be more active than teachers, the teacher is only a facilitator, and it is also because the teacher adapts to the current 2013 curriculum. The third, selecting and establishing procedures, methods, and learning techniques that are considered effective. The strategy procedures used vary in their

method. The methods that teachers often use in teaching speaking skill is demonstrated, discussion, role play, direct method, and discovery learning.

The techniques they use in applying the method are also different. The fourth, establish norms or criteria for the success of learning activities, so that they can be used as guidelines by teachers in evaluating the results of learning activities. Some students did not achieve the target of success, but the evaluations carried out were different from each teacher, and the teachers gave feedback in different ways in teaching speaking skill on the strategies applied.

- b. The problem faced by EFL teachers in applying strategies in teaching speaking skill at senior high schools in Pemangkat sub-district. Ur (1995) as cited in Aleksandrak (2011), defines the four problems of the students, as follows: for the first, inhibition, EFL teachers face obstacles when students do not understand, they did not bring a dictionary, and less enthusiastic. Because students lack vocabulary, not confident, and afraid to make mistakes. For the second, nothing to say, students did not take the initiative to speak English because they were ashamed, afraid of being wrong, doubtful, and not confident. The students' response were quite enthusiastic when the teacher asked the students to speak, however, most of the students were silent and they did not understand. The third, low or uneven participation, students were not active in learning because students lack motivation, not confident, lazy, and they think that English is a difficult language. Therefore the students did not have motivation in speaking English because students are in an environment that did not speak English, the teachers did not master the class, and students thought that they did not go abroad, but the way the teachers handle the problem, the teachers gave motivation and advice to the students to always be active and participate in the learning that

takes place. The fourth, mother-tongue used, students still often used Indonesian rather than English, however, the teacher required students to speak at least a mix of Indonesian and English. When the teachers spoke in English, some students did not respond and some were interested. The students often speak Indonesian, because students were in an environment that did not speak English so the students were more accustomed to using Indonesian than English.

## **B. Suggestion**

The results of the research state that the strategies used by EFL teachers in teaching speaking skill has several factors seen as the cause of the problem. Therefore, the researcher gives some suggestions that will be useful, especially to EFL teachers, the students, the schools and the other researchers, here are some suggestions for this research:

### **1. For the EFL Teachers**

As professional teachers should be able to find a suitable strategy to teach speaking skill based on the problems faced, and the teachers must be patient in growing students' self-confidence and do a lot of practice speaking English in the classroom. The teachers should give some games that make students happy and enthusiastic in speaking English. The teachers should also apply methods with interesting techniques to foster students' interest in learning English.

### **2. For the Students**

In learning English is not easy, especially speaking skill. The students should practice speaking English more at home. The

students should also be more confident and not afraid to make mistakes in speaking English.

### 3. For the Schools

The schools can provide facilities to teachers in developing teaching strategies in the classroom. Both in the form of quotas, applications that are easily accessible and other media. So that the teachers can improve their strategies including using techniques and methods with the media applied to the method.

### 4. For the other researchers

The researcher suggests to other researchers that this research can help other research if the other researchers want to do research with the concept of teaching speaking skill strategy. The other researchers can conduct broader research in presenting strategies for teaching speaking skill.

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