

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains two parts. The first part presents the conclusion of performance condition factor, affective factor, listening factor, topical knowledge factor and feedback during speaking activities factor. In this point, researcher reveals some conclusion related several factors mentioned above give contribution toward students speaking proficiency. Finally, the second part presents some suggestions derived from the implications of the drawn conclusion.

A. Conclusions

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Actually there will many factors influencing students' speaking proficiency. Factors come from many elements of learning process. Finally, the researchers conclude as follows:

1. Performance condition factor

Factors related to performance conditions, students engage in speaking skills activities with different conditions. Here, students not only

do talking activities in learning classes but also they hold anywhere where they feel happy in doing their activities one of them is *Pondok*. The school held several daily and weekly activities held at *pondok*. These activities are very influential for students in English speaking because they are not limited with time. Besides, activities are the addition of vocab and practice of English. This is effective because they are faced with the real context of communication by using English language. In other hand, students' speaking skills are a variety of teaching programs arranged by the school. The initial teaching program revealed the school's attention in terms of speaking using English practice lessons. This is very useful for students because learning English requires practice. In addition to building English practice classes with practical activities, it is more challenging to build good English. On the other hand, it is also useful for teachers and schools to get feedback related to students' speaking skills.

2. Affective factor

In learning English, especially speaking skills. English is indeed the second language and is very difficult to learn. Therefore, affective factors are one of the factors that are affected for students to move themselves in learning English even more so in improving their speaking skills. Therefore, it is very important for students to generate motivation in learning so that they feel happy and add curiosity in learning. Motivated students will feel that English is an easy language and is interested in mastering it. At the same time they will create confidence in their conversation without anxiety if they

mispronounce and arrange their sentences. Thus, the teacher as a corrector for them in helping them so that they become effective and efficient speakers in the future.

3. Listening factor

Teaching methods in English have a very important role in the success of students in capturing the lessons given by the teacher. There are some students who understand what has been taught by the teacher and some do not understand, do not catch or sometimes get bored with what is taught. In the learning method the teacher does a lot of talking based on the short story one of the listening methods in teaching to be more interested and not bored for students in learning to speak. Listening method used by the teacher at MA Darul Hikmah. In this way students will more easily understand English words, how to say a word and also be able to interpret what has been heard. Students will also be faster memorizing the meaning of words / sentences in English and can improve their speaking quickly.

4. Topical knowledge factor

English speaking skills is a communication using oral to give opinions, ideas and ideas to others and understood by listeners what is conveyed. Therefore, the speaker must know the topic to be spoken to. Which topic or theme is spoken towards, and what is the purpose of the topic so that, the speaker does not speak far from his goal and does not come out of the topic of the conversation so, it can be understood by the listener and can capture the essence of information. In addition, topical knowledge

invoices were greatly influenced by students at MA Darul Hikmah in improving their speaking skills by practicing speaking through several topics given by his teacher

5. Feedback during speaking activities factor

In learning English it is very necessary to feedback related to the material that has been studied. The teacher can know and assess the extent to which the material being taught has been mastered by the students and also by the teacher the right improvement efforts in accordance with the results of the feedback obtained. In improving students' speaking skills, they need of feedback from their teachers so that students can know the extent to which the material they have been taught can be mastered, can correct their own abilities / corrective means for the students' speaking skills. Other than that, can help students to learn in groups (classics) and individuals about their speaking and feedback can train or provide an expertise in effective speaking skills.

B. Suggestions

The before, the researcher tries to give some suggestion to the English teachers, the students, and the other researchers as follow:

1. For the teachers

The teacher should be creative in conducting teaching and learning process. The teacher would not be stuck only in some particular teaching strategies but they should choose method or strategies which

can be used in teaching English, especially speaking skill. The teacher should give an interesting method to make students enjoyable, and motivated to learn without burden and bored.

2. For the students

Since the effectiveness of English activities is proved in this research, it is suggested that the students should be more active and creative to motivate themselves in speaking skill. The student should not only come to the school, meet their friends and listen the teacher explanation but students should learn by themselves.

3. For the other researchers

This researcher is still very far from perfection, but on the other hand researchers believe that this thesis can also be the cause of the benefits for those who read. Therefore, for researchers who come, they should perfect this existing thesis.