

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The observation had been done three times by the researcher in March to May 2019. The research finding shows the information found during observation and interview with the students. The information that is used to answer the problem statement in chapter I. Based on the result of observation and interview, the researcher could take conclusion about the problem faced by the students in learningspeaking.

The conclusion is stated based on the analysis of students' difficulties in expression, students' difficulties in pronunciation, students' difficulties in grammar, students' psychological difficulties, students' difficulties in language environment. During the presentation of the reaserch, the conclusion is as follows:

The students explicitly acknowledge that they don't understand the meaning of an English word. In expression, they have low vocabulary. The students are limited in vocabulary.

The research subject under pronunciation problems with a number of vowels and diphthongs. In accordance with vowel sound substitutions, they were in the form of the replacement of the sound [ɪ] with [ɛ] and [i] and replacement of the sound [i:] with [e]. There were the diphthong pronunciation problems encountered by the research subjects. They monophthongized some diphthong sounds to pure vowel sounds. In accordance with monophthongization, they monophthongized the sound [aɪ] into [ɪ] and [ɛ].

The omission had the highest frequency of occurrence used in the speaking conducted by the students in their learning process. The omission happened when the students omit an item that must appear in a well-formed utterance or writing.

The misinformation errors had the second highest frequency of occurrence used in the speaking conducted by the English students in their learning process. It is happened when the student supplies the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. Misformation errors are divided into three subcategories; Alternating, Archi-form, and Regularization

The addition errors occurred when the students present an item which must not appear in a well-formed utterance or writing. The addition errors cover three subcategories; simple addition (the using of an item which should not be appeared in a well-formed utterances), regularization (in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker), double marking (The failure to delete certain items which are required in some linguistic construction).

The misordering errors had the lowest frequency of occurrence made by the English students. It is happened when the students make an incorrect placement of a morpheme or group of morphemes in an utterance.

While the students' psychological difficulties are the students' problems regarding their lack of self-confidence and anxiety. The most dominant problem faced by the students is determined by seeing the highest percentage of each problem from the data which has been tabulated. Based on the research findings in the observation and interview, the researcher concluded that the most dominant problem faced by the 12 grade students of SMK NU Tulungagung is the psychological problems. It is clear that the grammar problem still become barrier that affect students' speaking

performance. While the problems which may affect students' speaking performance is the anxiety (psychological problem). This emphasized that anxiety plays an important role to students' speaking performance, whether they have so many ideas in their minds and they seem to be ready to deliver it, if they feel anxious, they cannot deliver their ideas and opinion as flawless as they want. Next, the problem that affect students' speaking performance is lack of self-confidence (psychological problem). The speaking problem is the pronunciation (linguistics problem). It can be concluded that the most dominant problem faced by the SMK NU Tulungagung is the grammar problems.

5.2 SUGGESTION

After conducting an action research and based on the research findings, the researcher would like to propose some suggestion for English teacher, students, and other researchers. The researcher hopes, it can at least become an input in determining the appropriate teaching technique, method and media in which can increase students' interest in speaking skill as follow:

1. For the English Teacher

- a. The teacher should make the speaking class more interesting.
- b. The teacher should watch and correct the studentss mispronunciation during lecturing because it will make them get accustomed to speaking with a correct pronunciation.
- c. the teachers should be aware on grammatical errors in writing
- d. The teachesr should evaluate themselves whether they are succesfull or not in teaching English. It is expected that the teachers should enhance the method in teaching speaking so that the students are motivated to improve their speaking.
- e. The teacher should master all the material in speaking.

- f. The teacher should give more motivation to the students in order to that the students can be motivated to speak fluently.

2. For the Students

- a. The students have to prepare the material first before they join the speaking class.
- b. The students should be more active, high self-confidence and participate during the teaching learning process.
- c. The students should more practice speaking in their everyday life and explore their ability in speaking confidently, and enjoy during the speaking class.

3. For the Institution

The institution has to more emphasize the teachers to have variation method in the teaching learning. It hopes the students are not boring during the learning process. To have many variations teaching methods, it can attract the students toward the subject. In addition, the school's library should provide more collections of English book. So, the students will have more eferences about English lesson.

4. For the Other Researcher

The researcher suggests the next researchers to investigate the students' difficulties in speaking skill. Also, the researcher suggests the next researchers to investigate the quality change of sound driven by its position in the phonological environment.

The researcher hopes that this research will guide them as references to conduct the next research or similar problem in students' difficulties in speaking skill. In addition, the result of this research is expected to be able to encourage other

researchers to conduct research dealing with the students' difficulties in speaking skill.