

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains two parts. The first part presents the conclusion of the native English speaking teacher facilitate and motivate students in learning speaking skills. There are two conclusions drawn: theoretical and empirical conclusions. Finally, the second part presents some suggestions which are findings of the study.

A. Theoretical Conclusion

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

The native teacher can give big influence for learner with their advantage. The native speaker of English is defined as the one whose first language is English which s/he learned in their earliest childhood and have spoken it since

then. A primary function of the native teacher is to motivate and build students' ability in speaking. Opportunities for speaking in and out of the classroom should be secured constantly and systematically, and they require structure and planning from the part of the teachers.

Motivation is very important for students characteristic for it can build students' eagerness in conversation. Ushida (2005) states that motivation plays a primary role in learning a second language and affects acquiring the target culture. Moreover, Winnie and Marx cited in Ushida, (2005:49) claimed that motivation is both a condition for, and a result of, effective instruction. So, considering a teaching method, such as pair work integration which increases the students' motivation, helps the students acquire the English language.

B. Empirical conclusion

From the results of data analysis, the findings reveal that first, related to the way how native English speaking teacher facilitates and motivates the students in learning speaking at MTsN Ngantru, the subject conducts the following activities: (a) Stimulating the students to speak, (b) Giving positive feedback, (c) Applying code mixing, (d) Making study club, (e) Giving a model pronunciation, (f) Guiding the students' to produce language, (g) Applying a game, (h) Applying role play and dialogue, (i) Grouping the students and giving quiz, (j) Doing reflection with yoga dance.

Meanwhile, related to the students' responses toward the native speakers' activities in facilitating their speaking learning, the learners feel fun and they enjoy learning English especially in speaking. Practically, the ways how the native

speaker facilitates and motivates the students are contributive in terms of : (a) the students are able to pronounce daily words correctly, (b) through game, the students feel fun and relax to study, (c) the students get language inputs, especially vocabulary, (d) the students' self-confident increase, (e) the students can produce language.

C. Suggestion

From the findings of the study, some suggestion are addressed to the students, the teacher, and to other future researchers.

For the students, the results of the study can be used as one of references in learning English language, especially in speaking they can learn and practice to speak by using the mastered language inputs.

Meanwhile for the English teacher, they should have good strategy to make students more active and have high confident, it can be done by giving reward and providing meaningful language input for the students.

Finally for other future researchers, the study can be used as one of reference to conduct another study with same topic focuses on not only on the process of EFL instruction but also on the product of teaching and learning.