CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

This chapter presents: (1) conclusions, and (2) suggestions.

In this chapter, all of the results from findings had been concluded. The researcher also presented the suggestions that were looked forward to be useful for teacher, students, and other researchers.

5.1 Conclusions

Based on the research problems and results of this study, the researcher drew conclusions that in teaching speaking skills to young learners, in this case, the fifth grade students of SDIT Azizah Palembang, the fifth grade English teacher used Communicative Language Teaching (CLT) approach and a variety of strategies such as brainstorming, role playing, mind mapping, and picture describing. The strategy chosen was determined by the material to be taught, for example, personal information, self-introduction, and giving directions. These strategies can be implicated in education, particularly in the field of learning English speaking skills. Speaking skills are one of the language skills that English students must learn.

Students' English speaking skills could be enhanced by using brainstorming, role playing, mind mapping, and picture describing strategies to achieve the learning objectives that have been specified. Furthermore, the implementation of those strategies proved successful in improving English speaking skills. As a result, students responded positively, claiming that those

strategies had made them more active, creative, knowledgeable, brave, and capable of converting others.

The fifth grade English teacher of SDIT Azizah Palembang faced two problems in using those strategies in teaching speaking skills for young learners. First, the fifth grade English teacher faced problems when the students were inhibited to speak in front of others because they were shy and fear to speak in front of others. Second, the fifth grade English teacher faced problems when students hardly participated in speaking activities, since some students spoke with low pitched voices while others spoke with high pitched voices, so the teacher was unaware when they spoke out and since only a few students were dominant, while others chose to give in and be silent.

In facing those problems, there were some possible solutions that the teacher could have applied to the problems; those were: 1) choosing an appropriate strategy to teach speaking; 2) mentioning the names of students who weren't as active as their classmates. Then the teacher asked the student a question or asked the student to respond to something, which made the student more confident and active in speaking; 3) convincing students to dare to express opinions because wrong and right were natural things; 4) managing teaching and learning time and opportunities for each student so that the teacher could focus on all students in the class.

5.2 Suggestions

Based on the conclusions describe above, the researcher would like to offer some suggestions. The researcher hopes that these suggestions will be useful, especially for English teacher, the students, and the other researchers. They are as follows:

a. For the English teacher

Every student has the ability, creativity, characteristics, and interests. So, the teacher needs to be aware of the distinctions between her students and what they need. It is important for the teacher to be aware of her problems when educating students in speaking. She should employ effective teaching and learning strategies to assist and support students in becoming successful language learners.

b. For the Students

The student should not be ashamed and fearful when speaking in front of others because it is part of the learning process. Making mistakes is normal; but, by studying and practicing consistently, someone can become proficient in speaking English. And also, the students do not easily give up in the learning process. Students should train to dare to contribute ideas and become more active participants in the learning process. That way, their pitched voices and participation will be the same as their more dominant friends in class.

c. For the Other Researchers

The researcher suggests that this study will help other researchers who want to conduct research on the concept of strategy in teaching speaking. They can conduct a similar investigation in different levels of students, strengthen the theme of their research through an in-depth examination, and present a more modern academic phenomenon.