

Chapter Five

Conclusion

This last chapter discusses conclusion of this research. It briefly summarizes the background or reason why the researcher has interest to research this issue as well as how to conduct this research. This chapter also shortly reports the finding of this research. Furthermore, recommendation is presented.

Conclusion

This research has two objectives why it is conducted. They are to know speaking teaching strategies applied by teachers and the difficulties students encounter in doing those strategies of teaching speaking at EED of UMY. The researcher looked many students of this department still struggling for their speaking ability that makes the researcher rises up this issue. In short, this research revealed speaking teaching strategies applied by EED of UMY teachers and to find out the difficulties students face in doing teachers' teaching strategies based on their perceptions.

The finding has discovered speaking teaching strategies applied by EED of UMY teachers and the difficulties students encountered in doing those strategies. For the first, findings revealed that there were five speaking teaching strategies. Those strategies were presentation, discussion, speech, retelling, and simulation. However, there were also the difficulties that students encountered in doing those speaking teaching strategies. Those were lack of vocabulary, anxiety, fear of making mistakes,

poor grammar, difficulty in understanding topics or themes given by teacher, poor pronunciation, and nervousness.

Of the five teaching strategies found in this research that are including presentation, discussion, retelling, speech, and simulation, it was known that presentation and discussion were two strategies that EED of UMY teachers often used for teaching students' speaking skill. The difficulties that students faced also often appeared when they were doing presentation and discussion. In addition, of seven strategies such as lack of vocabulary, anxiety, fear of making mistakes, poor grammar, difficulty in understanding topics or themes given by teacher, poor pronunciation, and nervousness. Students struggle for vocabulary and afraid of making mistakes are encountered by student both in discussion and presentation. For discussion, students also face having poor grammar and feeling anxious as the difficulties.

Recommendation

By completing this research, the researcher also provides some recommendations. Hopefully, it is able to be useful to consider. The recommendation is addressed for teacher, students, and other researcher.

Teacher. Based on the finding in this research, it is known that presentation and discussion become speaking teaching strategies that are often used by EED of UMY teachers. Even though students have done it so many times in classroom, in fact presentation and discussion still appear a lot of problems for students such as anxiety, afraid of making mistakes, grammar and vocabulary mastery. Those

problems surely influence students' performance. Therefore, this research recommends EED of UMY teachers to not only conduct teaching strategies to help students in learning but also concern in helping students overcoming problems they face. Lastly, in applying teaching strategies teachers have to keep encouraging students to rehearse their speaking in English in classroom.

Students. This research has shown the difficulties in doing speaking teaching strategies at EED of UMY. After knowing common difficulties students face, this research recommends them to be able to find way to cope or even anticipate similar difficulties that they encounter as well.

Other researcher. This research only involves four students as participant. Therefore, this research recommends other researchers who conduct same research to involve more than four participants and conduct deep interview. Thus, the finding might be more various. The finding of this research specifically to answer the second research question is not completed enough as lack of information gathering in conducting the interview.