

Chapter Five

Conclusion and Recommendation

This chapter summarizes the result of this study. The researcher also gives suggestion after conducting this study. This chapter contains conclusion and recommendation of the study.

Conclusion

To summarize, the pre-service teachers of the English Education Department are challenged to teach students' speaking skill. In reality, this study revealed some problems faced by pre-service teachers in teaching speaking. The problems are categorized into four elements namely the problems coming from the students, from the teacher, from the environment, and from the materials. The first problem comes from students that are divided into two, namely linguistics problem and personality problem. In linguistics problem, students are lack of vocabulary, hard to pronounce the words, and not mastering grammar well. While, in personality problem, the students are lack of self-confidence, lack of motivation, and feeling shy, anxious and fearful.

Next, the second problem comes from the teacher. The teachers' problem in teaching speaking are lack of motivation and giving motivation, lack of experience and less of English speaking proficiency. Then, the third problem emanates from the environment. There are mental environment and physical environment. In mental environment, the problems happened are lack of supporting English class atmosphere,

classroom's boredom, and lack of parents and community's support. In addition, the problem in physical environment is lack of school's facility. Henceforth, the last problem is from materials. There are difficulties to finding materials with students' need and adapting materials with Indonesian context. Thus, this result is consistent with the theory proposed by Widiati et al. (2006), Rosana (2011), Aleksandrak (2011), Dincer et al. (2013), and Hosni (2014).

Moreover, regarding to handle the problems in teaching speaking; pre-service teachers need to know the strategy to be applied in teaching speaking. Thus, this study enlightens the strategy applied by pre-service teachers in teaching speaking as well. The strategy is categorized in two major strategies called direct and indirect. Actually, there are three kinds of direct strategy that are memory, cognitive and compensating strategy but this study just finds two kinds of direct strategy namely memory and cognitive strategy. Memory strategy is beneficial to help learner remember the vocabulary and the material. Hence, pre-service teachers use clue cards, placing new word to the context, and reviewing material at the end of the class. Furthermore, cognitive strategy is mostly used to tackle students' linguistic problems. It includes practicing, repeating, using resources, and translating.

Besides, indirect strategy is also used by pre-service teacher to increase the effective learning atmosphere. Indirect strategy involves metacognitive, affective, and social strategy. To begin with, metacognitive strategy found based on the research is categorized into two namely centering the learning and arranging and planning. To

center the learning, pre-services teachers implement overviewing and linking the already known material by giving vocabulary corner/vocabulary pocket book, paying attention by providing interest material such as games and jokes, and delaying speech focus on listening by providing native speaker' audio recording and watching English movie. Then, the second category of metacognitive is arranging and planning. In this case, pre-service plan the syllabus and practice how to teach it.

The second strategy is affective strategy which is used to lowering students' anxiety and encouraging students' motivation. Pre-service teachers apply games and jokes or create small group discussion to decrease students' anxiety in speaking class. In addition, saying positive statements is done by pre-service teacher to keep students' spirit up in learning English. After that, the last strategy applied by pre-service teachers is social strategy that consists of cooperating with others and empathizing other's feeling. In here, pre-service teachers maximize group discussion and pair the students to interact each other. Therefore, all of strategies practiced by pre-service teachers of English Education Department in teaching speaking are consistent with what have proposed by Oxford (1990).

Recommendation

This study also gives suggestion regarding the outcome that indicated pre-service teacher faced many problems in teaching speaking. In addition, pre-service teacher is demanded to be creative teacher by applying some strategies in teaching

speaking. Hence, the recommendation is concerned to the teacher, the students, the institution, and the future research.

For teacher. Teacher is responsible to teach students in mastering English speaking proficiency well because this study found pre-service teachers are less of speaking English proficiency. Moreover, teacher also should be creative in using some strategies to enhance students' speaking proficiency. The way of teacher teaches must be improved as well because pre-service teacher also adapt their teaching performance.

For students. Students here means as pre-service teacher. The students should be aware to improve their English speaking proficiency. In the other hand, the strategies used by pre-service teacher in this study can be applied to encourage themselves in learning English.

For institution. Based on the research, institution should prepare well pre-service teachers before jumping down them into the internship program. First, institution should make sure that pre-services teachers has English speaking proficiency well before they have to teach. Second, institution is recommended to give the training regarding teaching in the real field involving the problem that might be happened and the way to handle it.

For future research. Future research needs to expand the study in case of the effectiveness of the strategy in teaching speaking. Since there are many problems encountered and strategies applied by pre-service teachers of English education

Department, the next researcher is recommended to explore the problems and the effectiveness of its strategy to handle those problems.