

Chapter V

# Conclusion and Suggestion

## BAB V

### CONCLUSION AND SUGGESTION

The ability to speak a language is not so easily acquired. It needs more effort to achieve a standard speaking skill. There are many methods being applied to achieve the goal of speaking teaching and learning. There has been lot of emphases on the teaching of speaking since nowadays, the development of speaking skills is considered an important part of language teaching and learning. However, many SMA students still cannot express their ideas the real life situation. They still find difficulties to develop their speaking skills. They at least find two major problems. Firstly, they have problem to manipulate the sound they produce. Secondly, they need ideas to create a fluent, realistic, and creative conversation.

Teaching speaking through reading comprehension is one of the suggested methods the writer consider might help the teacher to overcome the problems students meet in their attempt to develop their oral skills. The writer considers that there are seven points of reading comprehension can contribute to the teaching of speaking in order to improve the students' speaking ability. (1) Reading comprehension can give ideas

needed to start conversation activities in the classroom. Every information we produce orally after it is perceived by our mind. Reading is informative and pleasurable that can provide ideas as basis of speaking. (2) Interesting reading passage may motivate the students to learn speaking. The teacher should be reminded that enthusiasm and motivation in speaking are related closely to success. (3) Reading helps students to enlarge their vocabularies needed in creating a fluent conversation. (4) Reading comprehension assist students to predict the meaning of new words in the context. (5) reading introduces grammar patterns that may help students to produce their English in an acceptable manner. (6) Reading reflects the cultural aspect that help students use English in an appropriate manner. (7) Reading aloud in any foreign language will improve the students' pronunciation, accent, and sound production.

The writer applies the teaching of speaking through reading comprehension in the three effective steps. They are:

a. Speaking before-reading activity. Through this activities the teacher intends to draw the students' attention to what he is going to teach by giving some introductory questions and to encourage them to participate in the speaking class.

b. Speaking while-reading activity. In this step the writer hopes:

(1) the students can get ideas or information by reading a given story or reading text.

(2) the teacher can give corrections and explanations to facilitate learning.

(3) the students are drilled to use the correct patterns and various expression.

c. Speaking after-reading activity. Here, students are trained to express their own impression orally.

## 5.2 Suggestion

In order to apply these steps successfully, the writer wants to give some suggestions:

a. Reading passages used in the teaching of speaking should be familiar, communicative, realistic, situational, interesting, and dealing with the students' needs and interests.

b. Reading passage should be well selected according to the students' level of understanding. At the elementary and intermediate levels, the teacher should select a short reading passage containing vocabulary and grammar with which the students are

already familiar.

c. Reading passage might be in the form of an essay or in the form of a dialogue.

d. Reading passages should not be long.

e. The teacher should be able to manage the classroom. He should be able to encourage the students especially shy students to participate in the speaking class

f. To reduce the amount of time, the teacher may ask the students to prepare and to read the given reading material at home before the speaking class take place.

g. To reduce the amount of time, the teacher may predict difficult words and write them on the hand-out and give them to the students before presentation.

h. The teacher should be reminded that he does not teach reading but speaking.

Hopefully, this study can be of some help for SMA English teachers to provide good learning ways for their students to improve their speaking ability.

# Bibliography

## BIBLIOGRAPHY

- Anderson, Wallace L. Introductory Readings on Language.  
Holt, Rinehart and Winston, inc., 1962.
- Alan Davies, Language and Language Learning The  
Edinburgh Course in Applied linguistics: Testing  
and Experimental Methods, Oxford University Press,  
Lowe & Brydone Printers Ltd., Great Britain, 1978.
- Billows, F. L., The Techniques of Language Teaching,  
Longman Group Limited London, 1961.
- Briggs, Sarah & McDonald, Catriona, A Practical Approach  
to Testing Speaking and Listening Skills, A TEFL  
Anthology, Washington DC: Acne Cowell Editor ETF, 1980.
- Buku Penuntun Bahasa Inggris Untuk SMA
- Chastain, Kenneth. Developing Second Language Skills:  
Theory to Practice. 2nd.ed. Chicago. Rand McNally  
College Pub. Co. 1978.
- Chastain, Kenneth. The development of Modern Language.  
Philadelphia. The Centre For Curriculum Develop-  
ment, 1971.
- Cole, Peter. Some Techniques for Communication Practice.  
English Teaching Forum, Vol. X, 1972.
- Cosgrave, Desmond P., From Pattern Practice to  
Communication. English Teaching Forum.
- Croft, Kenneth, Dr. English Pronunciation: A Manual for  
Teachers. Macmillan Publishing Co., Inc., 1968.

- Dacanay, F. E. R., Techniques and Procedure in Second Language Teaching. Quezon City: Phoenix Publishing House, 1963.
- Davis, Norman F. Oral Fluency Training and Small groups. English Teaching Forum, Vol. XIII, No.3, Juli 1980.
- Departemen Pendidikan & Kebudayaan RI, 1975. Kurikulum SMA 1984, Petunjuk Pelaksanaan Materi Pengajaran Bahasa Inggris.
- Departemen Pendidikan & Kebudayaan RI, 1984. Kurikulum SMA 1984, Garis-garis Besar Program Pengajaran (GBPP) Bahasa Inggris, Jakarta.
- Dictionary of Language and Linguistic.
- Dobson, Julia M., Making the Most of Reading. English Teaching Forum, Vol. XI - March-May, 1973.
- Fong, Susan Mockridge, Teaching English as Second or Foreign Language. Newbury House Publishers, Inc., Rowley, Massachusetts, 1969.
- French, F.G, The Teaching of English Abroad. Oxford University Press, 1975.
- Fries, Charles C., Teaching and Learning English as a Foreign Language, Ann Arbor, University of Michigan, 1945.
- Garner, John E. and chutz Noel W., The "Missing Link" in Our English Instruction. English Teaching Forum.
- Gebhard, Jerry. Teaching Reading through Assumptions about Learning. English Teaching Forum, Vol XXIII, Number 3, Juli 1985.



- Gordon, Morton J. and Wong, Helene H., The Rythm and Intonation of English, Py Prentice-Hall, Inc., 1961.
- Gregori, Teresa B. Developing the Reading Lesson. English Teaching Forum, Vol. XI - March-May, 1973.
- Hall Jr, Robert A., New Ways to Learn a Foreign Language, D.C. Heath and Company, 1946.
- Hopkinson, Hazel, B. A., School of External Studies, Sydney Technical College, 1974.
- Hornby, A.S., Oxford Advanced Learner's Dictionary of Current English, Oxford University Press, Sing Cheong Printing Co. Ltd., Hong Kong, 1974
- Kettering, Judith Carl, Developing Communicative Competence: Interactions activities in English as a second Language. Pittsburg, University Press, 1975.
- Long, Sandra Salser, Transmission: Communication Skills for Technicians, Reston Publishing Company, Inc., 1980.
- Massaro, Dominic W., Proccessing Anaysis of Speech Perception, Reading, and Psycholinguistics, Academic Press inc., 1975.
- Naimon, N., Frohlich M., Stern and Todesco, A., The Good Language Learner, Toronto: Ontario Institute for Studies in Education, 1978.
- Prator, Clifford H., Development of a Manipulation-Communication Scale, English Teaching Forum.
- Quirk, Randolph and Smith, A.H., The Teaching of English, Oxford University Press, Ely House, London, 1959.

- Raygor, Alton L. and Raygor Robin D. Effective Reading: Improving Reading Rates and Comprehension. McGraw-Hill Book Company, 1985.
- Rivers, Wilga M., Speaking in Many Tongues: Essays in Foreign Teaching. Newbury House Publishers, Inc., 1972.
- Roberts, Paul. Understanding English. Publishers New York, Evanston & London, 1958.
- Sanders, Austin, Activities for Communication Practice, English Teaching Forum, Vol XIII, No 4, October 1980.
- Tyler, Stephen A., The Said and The Unsaid, Academic Press, inc., 1978.
- Vacca, Richard T., Content Area Reading. Little, Brown & company (Canada) Limited, 1981.
- Wilkins, D.A., Second Language Learning and Teaching. London. Edward Arnold, 1979.
- Wold, Astri Heen. ecoding Oral Language. Institute of Psychology, University of Oslo, Norway. Academic Press London, 1978.
- Wrenn, C.L., The English Language. Methuen & co Ltd, 1977.