

## CHAPTER V

### C O N C L U S I O N

To conclude this thesis, the writer would like to present the summary along with some suggestions that may be useful for English teachers when they want to put this suggested technique into practice.

#### 5.1 Summary

It is a fact that English is taught formally as the first and the foremost foreign language in Indonesian schools from the first semester of junior high school to the first semester of many a university. Unfortunately, most of the time is used for teaching Reading and Structure. As a result, after learning English for years, most of the SMA graduates still have difficulties in applying their mastery and fluency in the conditions of normal conversation.

As a matter of fact, speaking has been proved to be essential because it is used as the main means of communication to carry out our daily activities of human life. Jr. Hall says, every man and woman eventhough a member of an illiterate peasant society or a primitive tribe is none less human if he or she cannot read or write; what makes

us human is our ability to speak and to react to speech. It seems that the oral communication is more needed and considered more valuable than the written one.

Considering that speaking is important, the writer suggests a new learning situation for teaching speaking to the second semester students of the English Department of Widya Mandala University in which most of the students are SMA graduates. Such a situation is good if it can bring the students as closely as possible into contact with the language. In this case, language laboratory is a very potential place since in language laboratory students may listen to the authentic and consistent models of native speaker's utterance in various situation. Moreover language laboratory provides many advantages for both teachers and students, such as: it provides a great deal of practice, and it helps teachers give good models to his students by maintaining the same intonation, stresses, pronunciation which the teacher can not provide if he has to teach many different classes a day.

In using language laboratory for teaching speaking, there are some important considerations for the teacher to pay attention to, they are: the intended learners, the teaching learning objectives, the criteria for choosing the materials, the time needed and the teaching aids used.

Furthermore, in carrying out this technique, there

is an important procedure to follow, they are its preparation, presentation and evaluation. The preparation consists of choosing the materials for conversation, determining the time allocation, preparing the teaching aids used, and mastering the subject to be presented. The presentation consists of two stages. The first stage is introducing the topic to the students and the second stage is dealing with the speaking practice by students. Since the objective of this study is based on the 'buku pedoman' of the English Department of Widya Mandala University, therefore, the evaluation in this study is the evaluation which is used in the speaking class of the English Department of Widya Mandala University.

At last, the writer hopes this study can be of some help to English teachers to provide good learning facilities for their students in order to make the teaching of speaking achieve the maximum teaching goal.

## 5.2 Suggestions

To make the most of using language laboratory for teaching spoken English, the teachers have to pay attention to the following suggestions:

1. It is advisable to have the same teachers for speaking and listening courses. Moreover the topics that are used should also be related, for example the topic for speaking is about 'Calling A Friend' and for listening

is about 'Making An Overseas Call'. The reason is because there is a dependency of oral achievement on listening achievement. This has been proved by Ninik Pantjawati on her research in 1981.

2. This technique can be applied in higher semester provided that the materials are selected accordingly.
3. In selecting the materials for conversation, it is better for the teachers to give the topics which are related to the learners' daily activities, because these situations are more familiar to them and feasible to be used in the conversation outside their practices in language laboratory.
4. It is important for the teachers to encourage their students to speak during the teaching learning activity. By this way, the students are expected to get a habit to communicate in English.
5. Test is not infallible in measuring the students' ability; therefore it is better to combine the students' daily practice marks with their mid-term and final test marks. For example, 20% for daily practices, 30% for mid-term and 50% for final test.
6. Finally, the writer realizes that this study is still theoretical, thus it is suggested that experimental studies be done by other thesis writing students in the future to see whether this idea really is effective or not.

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