

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Summary

The general objective of teaching the productive skill of speaking will be oral fluency, that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation. To attain this goal, the students will have to be brought from the stage where they merely imitate a model or respond to cues to the point where they can use the language to express their own ideas. Two complementary levels of training will therefore be required. First, practice in the manipulation of the fixed elements of the language, and the second is practice in the expression of personal meaning. For this purpose the teacher cannot depend solely on written texts as a basis for oral practice.

Audiovisual aids - tape recorder, on the other hand, provide a tall levels a powerful way of stimulating and developing oral ability without recourse to a written language. It

should take into consideration that recorded material is the cheapest way compared to other tools such as a videocassette, movie, and language laboratory or even involving a native speaker. The other reason is that there is a close relationship between listening and speaking. Considering the above expressions, the writer suggests a technique - "Teaching speaking through listening to a short passage from cassettes".

Here, it is expected to give positive effect for the students and the result of the teaching itself.

5.2 Suggestions

Based on the information obtained from the previous chapters, the writer would like to give some suggestions to teachers of English when they want to teach

speaking using media - tape recorder to their students. First of all, it is important to make sure that both machine and cassettes are in good condition before taking them into class. Nothing is more demoralizing than a tape that cannot be understood because of poor quality. Tapes can become damaged, and tape recorders can have poor speakers or tone controls.

It is also important that the teacher should know and understand the content of the recording and know how to use the indications for the recording. The teacher should be able to explain the lesson and lead the attention of the class to a certain topic, play the record, discuss it with the class, rewind certain parts, which is considered important, and organize the next job.

Next, the class must be taken towards learning to listen to a recording actively. Listening is a mental process and students can listen well if they know what they are listening to. That is why the teacher should first explain the class what they are listening to a recording for.

Not less important to be considered is that students' mistakes in pronunciation should be ignored while they are engaged in real communication. We avoid interrupting them so as not to inhibit their fluency in speaking. Consequently that they won't be distracted when they are communicating ideas. Then mistakes are corrected after the language activities.

Hopefully, the above suggestions can be of some help to teachers teaching English, especially those teaching speaking.

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