

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on findings and discussion above, almost of students in Tenth Grade of SMK YP. Tunas Karya Batang Kuis Medan have average - high confidence as the Table of Likert Scale shown, but from what researcher found in real situation, the students event do not understand the meaning of questions of the Questionnaire given. The researcher consider that they just choose what they want to be true, not true happened in themselves.

In Speaking, there are many factors which affect the English learners' in learning English speaking. One of them is psychological factors. As discussion, the researcher found hat they have some problems in English speaking skill. They are lack of confidence/motivated, less of practice, and lack of vocabulary.

The problems occur in the way they consider that they can not speak English because they are not used to talk in English. They assume that English is difficult language for them. The grammar, the pronunciation, the vocabularies and all of English parts is hard to be learnt by them. Meanwhile, most of them do not do any efforts to overcome their weakness. This shows that they have less confidence/motivated to learn English subject because English is not their favourite subject.

The way of resolving of their problems by themselves, the students stated that they just learn English while doing English subject homework at home with friends or their parents. Besides that, they do not practice English, especially speaking skill to get used to speak to be more proficient in English. Next, the

students explore their experiences about English speaking. Most of them do not have any experiences in high school, but some of them were experienced in junior high school before. They consider that they can not do the speaking well.

Meanwhile, in English learning process in class, the teachers stated that the students have low interest in learning English. The students consider that they do not need to master English language. Also, the view that they are in SMK is because they is looking for work, not continue to the next level of study so they are not fully focus in English. In result, they have lack of interest and motivation to do some experiences and to be experienced in English speaking in the school or in outdoors. In addition, the teachers is just focused on doing teaching and learning process by giving English vocabularies memorizing and sometimes do peers dialogue in front of class. Teachers do that because they realize that the students have lack of vocabulary that impact their speaking skill. The teachers be aware that the students even do not know the meaning of English words they have said in front of class while do peer dialogue. So, the teacher focused on it first in X Grade of SMK which shows that their lack of English vocabulary hinder their step to speak up.

To conclude, the students' confidence of learning English from what the researcher founded in observation is low. They are not interested in learning English. They are used to keep silent and do not take any practices of speaking although they know their weaknesses. They just hide behind the words "*difficult*" without trying in order to make they can do it well. This shows that English

confidence is important component in psychological of someone to build up their motivation in learning, especially in English subject.

B. Suggestion

As the result of the study, the researcher assume to share the suggestions to increase the teachers' teaching and learning English in SMK YP. Batang Kuis Medan as follows:

1. For Students

First, the students need to build interest in English. Think widely that English is very important as an international language that will be useful for higher education, also for holiday to go abroad. For example, find out the English film, story, novel, artist, or others that the students wanted to.

Second, spend time in everyday to practice reading aloud to get used to pronounce the words of English. This is useful step to learn how the word to be spoken and build the confident in speaking later.

Third, after do the first and the second, the students should try to practice by her/himself in front of mirror to get used to speak English.

Fourth, the students should look for peer or friend that have same purpose to do dialogue. This is useful to implement the result of previous steps. With peer, the student will be more confident to talk various kind of topics together and support each other to master English speaking.

2. For English Teachers

First, the teachers have to create the supportive learning environment in classroom. Means that the teachers are not only give the words to motivate

students to be more interested in English learning process but also using interesting media and materials that are relevant for the students learning style, not only do the same tasks in daily activities monotonously.

Second, not only assess the tasks and activities, but also take care of maintaining students' psychological in behavior and belief by doing the teachers role in speaking class, such as prompter, participant and positive feedback provider in teaching learning process.

Third, teachers should give the opportunities to practice proper pronunciation (not only focused in remembering vocabularies) freely to express their ideas and make students experienced in speaking. It also can make the students to get used to speak English.

