Chapter V

Conclusion and Suggestion
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 nowdays, 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 perceptived 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.
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