

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter consists of two parts. The first is the conclusion of thesis, and the second deals with some suggestions of the writer concerning teaching speaking through video for English Department students.

5.1 Conclusion

Learning a language does not mean just learning about grammar and vocabulary but the important thing is learning how to think and communicate in the target language. Therefore, spoken language rather than written language is considered as the primary form of language since the need of spoken language is felt to be superior to others because speaking comes first before writing in the children's learning of language, some people consider communicating as the highest priority for success. Also all human relations depend on effective communication, feeling, thoughts, anger, happiness, and sadness which are all communicated by one person to another in their daily lives.

Most students when they first enter Widya Mandala Catholic University are unable to speak English fluently, even though they have been taught English for years in High school. Usually they do not know how to speak correctly, how to answer the questions how to behave, so that they are unable to speak easily in communication with other people. Studying the way people behave and see how much meaning you can get from their behaviour and not only what they say but how they say it. Notice how they look at each other, how they move and what they do with their hands. Watch their eyes and the expressions on their faces, both when they are speaking and when they are listening. Based on the facts and reasons above, the writer tries to suggest teaching speaking through video to English Department students.

Some advantages in using video for teaching speaking are:

1. Helping teachers to create situations which are found outside the classroom walls.

Many objects cannot be brought into the classroom. For example: catching a bus, crossing a street, going to the movies, riding a bicycle, walking in

the park would be quite difficult situations to recreate, but they are comparatively easy to video.

2. Helping teachers to introduce the students to unfamiliar cultural aspects.

It is easier to give someone an orange to taste, rather than to try to explain its taste, it is easier to show someone a film of a supermarket than to try to explain one in words.

3. Helping teachers to give reality to what might be misunderstood verbally by the students.

Since it is not always possible to explain in a few words, valuable class time maybe lost. Also, after the explanation is completed, some of the students still may not understand the word. How easier and more time-saving it would be to use video that gives reality to the explanation.

4. Helping teachers to change situations quickly and easily.

Since the students' goal in learning a new language is to use that language for communication in a variety of situations, it is essential that a number of different situations be presented to the students in a classroom. Video provides an easy way

to bring these situations to the classroom and at the same time be assured that the students understand the situation.

5. Helping teachers to provide property for the classroom setting.

The film helps to explain the cultural setting of the new language which can stimulate the interest of the students as well as help to make the classroom a more cheerful place for their study.

5.2 Suggestions

At the end of this study, the writer would like to give her suggestions to the English teachers, especially in teaching speaking through video. The writer hopes that the following suggestions will be useful.

It is essential to know that the key to successful teaching of speaking is within the teacher himself. He should be creative and selective in choosing the topic to be presented to the students so that the students are motivated to speak in class. Also the length of the program should not be too long because it can make the students get bored easily. The language is the standard

English language, and it should not contain too many slangs.

By maximizing teachers' creativity in presenting the video using the steps given, an English teacher can make the speaking class more comprehensible and enjoyable.

It is suggested for those who may be interested to experimental this study to see whether these ideas are applicable to real situation and the writer hopes that this thesis will give some guidance and information to English teachers who wants to use video for teaching speaking.

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