

# **CHAPTER V**

# **CONCLUSION**

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### 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 Grade Four Elementary School to the first semester of many universities. Unfortunately, most of the time is used for teaching reading and structure. As a result, after learning English for years, most of the High School graduates still have difficulties in applying their mastery and fluency in the condition 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 daily activities of human life. Hall says, human language is essentially spoken

and only secondary written ; what is written down is, in all normal human activities, a reflection of what is spoken, either out loud or silently by the person who writes or reads. Besides, Richards and Rodgers also emphasizes, speech is the primary form of language. They need for speaking proficiency rather than reading comprehension, grammar or literary appreciation is the goal of foreign language programs. It seems that the oral communication is more needed and considered more valuable than the written one.

From the discussion and the report on the observation in the previous chapters, it is clear that practicing speaking using retelling story as stimuli has more advantages for both the teacher and the students.

On the teacher's part, the teacher is only as the facilitator to the students, not as a motivator and central of the activity since those parts have been replaced by the retelling story and the students. On the students' part, they may have a refresher after going through all the subjects at school. They can also speak more easily because there is not any pressure to force them; instead, there is a retelling story, which plays as a stimulus to motivate them to speak.

Considering that speaking is important, the writer suggests an extra - curricular activity for teaching speaking to High School students. In this case, retelling story from short stories are potential speaking material applied in extra curricular activity since the students will face other situation that is different from the usual English lesson hours. Besides those speaking materials are selected and made based on everyday life situation that can arouse the students' interest and motivate students to speak simple English. When the students are able to say something useful in the foreign language (English) during the extracurricular activity, no matter how simple their sentences, they will have satisfaction. Thus, their attitude toward language they are learning becomes more favorable.

Some improvements occur after this technique is applied to the experiments. Firstly, by the end of the observation, the writer notices that they can at least converse quite well and understandable. They can state what they mean clearly enough so that their listeners are able to grasp the meaning. The data confirms that the average mark in the 'clarity' column is 1.4 in the first observation and 4.4 in the last observation (see

appendix 2 and 14). This communicative conversation is strengthened by the increasing activities. The data shows a far better average mark: from 1.4 in the first observation to 4.6 in the seven observation (see appendix 2 and 14).

Secondly, they have gained more vocabulary. The data shows an improvement: from 1.3 in the first observation to 4.5 in the last observation (see appendix 2 and 14). This has something to do with the words in the retelling story. They pick some words and use them for telling their stories. The more vocabularies they get, the more fluent they are. The fluency column states that the first average mark is 1.2 and the last one is 4.3 (see appendix 2 and 14).

Most of the students get better marks by the end of the experiment. By observing it one by one, it is seen that most students improve a lot and only a few improve slightly. In other words, retelling story as a means to teach speaking cause improvements to most students.

In short, it can be said that using retelling story for practicing speaking is not a waste of time, instead, it is a gain of time and energy because the teacher does not have to work hard and spend so much time to get the students to speak.

### **5.2. Suggestions.**

To make the most of using retelling-story for teaching spoken English, the teacher has to pay attention to the following suggestions:

1. The suggested speaking materials can be applied in all programs of high school, if the materials are selected accordingly.
2. 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 extra - curricular activity.
3. High school students should have an extra curricular activity of English conversation lesson during their high school time, in which the teacher should teach them spoken English instead of written ones.

4. The speaking class should be a small number of students. It is about ten to fifteen students. In this way, the teacher can fully pay attention to the students generally and individually as well.
5. Place the student in a half circle, so that other students can see their friends telling the stories.
6. Distribute different stories to each group of students and let them choose which stories they want to prepare. An interesting story will not only attract the students' interest but also refresh their mind from boredom.
7. The function of the teacher is only as a facilitator not as a participant, so let the students express their own idea about the stories which are shown by the teacher.
8. It is important for the teachers to encourage their students to be active during the teaching learning activity. This way, the students are expected to get a habit to communicate in English.

9. In evaluation, the teacher should not make the correction of the grammar or pronunciation when the students are expressing the idea or when the students act out the action in front of the class as it would ruin their imagination. The teacher can save the correction until they have finished telling their story or acting it out.
10. In addition, the writer also suggests that the teacher lets them form their own groups because students are much more likely to stick to and adjust to a choice they have made themselves.

The writer realizes that this study has many weaknesses. Hopefully better results can be obtained if other researchers apply this technique - using Retelling Story in Teaching Speaking for one semester.

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