

CHAPTER IV

CONCLUSION

In the previous chapters, I have explained the problem I faced while I was teaching at Bintang Mulia and three potential solutions. The problem I faced during my internship is that as an English teacher assistant, I was not able to speak English fluently while teaching in English to pupils in K2 Bumble Bee class. The causes are that I am not confident because I am afraid of making mistakes in front of my pupils while teaching in English in the class, and I do not have sufficient vocabularies and grammar to teach in English. The effects are that I cannot communicate what I want to say well and the teacher that I assist (my partner) always has to help me clarify what I want to say. To overcome the problem, there are some potential solutions. The solutions are a few days before I teach, I prepare what I will say during the class and practise it in front of my friends, who understand English, I force myself to keep teaching in English to practise my English so that I become more fluent, and I keep studying grammar and enriching myself with new vocabularies every day as a way to improve my English speaking skill.

Referring to the previous chapters, I decide to combine all of the potential solutions as the best choice to solve my problem found during my internship. The first solution is preparing what I will say in the class and practising it in front of my friends, who understand English, a few days before I teach because they can correct me if I make errors. Preparing what I want to say and practising it in advance can in fact make me more fluent when I have to teach in English. The second solution is that I force myself to keep teaching in English to practise my English so that I become more fluent. After I prepare and practise with my friends, I force myself to keep teaching in English. To make my speaking skill more fluent, I believe that I have to try to always use English while teaching. Third, I keep studying grammar and enriching myself with new vocabularies every day as a way to improve my English speaking skill. When I want to say something in English, but I do not know the word that I want to say, it makes me stammer and not be able to speak English fluently. Thus, enriching new vocabularies is important as to make me know more new words, and it is easier for me to choose the best word(s) that I need while teaching. Grammar is also important because the structures of my talk will support my English speaking skill when I have to relay information to the children. Hence, speaking English with the right structures will make it easier for me to teach in English because I know the right structures that I have to use. As a result, there is no misunderstanding between my pupils and me.

The combination of the three potential solutions can make me speak English more fluently while teaching pupils in English. Every potential solution supports each other . If I only prepare what I want to say without practicing it, it will be ineffective because preparing the materials must be supported by practising, so I will be more fluent while teaching in English. Furthermore, preparing the materials and practising must also be supported by forcing myself to keep teaching in English, studying grammar, and also enriching myself with new vocabularies as a support for my speaking skill to become more fluent. Thus, it is better if the three potential solutions are applied together.

In conclusion, non-native English teachers who have the same problem as me can apply the three potential solutions that I have explained, namely, preparing what they want to say and practising it in advance, trying to keep teaching in English, and learning more grammar and enriching themselves with vocabularies. When the three potential solutions are applied, I believe the teachers who are not really able to speak English fluently can speak English more fluently when they are teaching in English.