

CHAPTER 4

CONCLUSION

Previous chapters have discussed the problem that happens in seven speaking classes where the students lack attention towards their teacher's instructions. The problem has been initiated by teacher's lack of clarity, uninteresting topics (both are about teacher's capability), and students' lack of self-esteem. On the other hand, the problem produces some effects. First, students will have difficulty in following the instruction correctly. Second, there is a chance that the students will do something else, such as having a chat in Indonesian during the class. Third, and also the last, there is a risk that only a slow progress might be gained by the students. The first potential solution offered is to maintain eye contact with the students, which can raise their concentration and give students trust in their teacher, while it can also be perceived as dislike. The second solution offered is to use more visual aids, which can raise students' interest and improve digestion of information for both the time and accuracy. Nevertheless, the limitations of using visual aids are that it can weaken

teacher-student interaction, and it is also time consuming. The last solution presented is to simplify the instruction, which can increase students' self-esteem and students' willingness to listen to the teacher's instruction. However, it can also slow down the progress students make in learning vocabularies.

In this chapter, the best solution to solve the problem is discussed, together with its justification from theories and the context. The solution considered as the best is a combination of the first and third solutions. They are deliver instruction by using familiar words and maintaining eye contact at the same time.

In teaching speaking, the importance of the instruction at a beginning part of a class activity is usually emphasized. For the students, having trust in the teacher and high self-esteem is the most important thing in starting the learning process, while the use of visual aids might not be efficient because each class has a time limit of approximately 40 minutes. It is better to be used fully for the speaking activity. Moreover, negative effects of the chosen solution are not very compelling. From the first solution, the use of eye contact in Indonesia nowadays is hardly perceived as a state of dislike; and from the second chosen solution, learning vocabularies by providing difficult words is not a main focus in developing speaking skill. Therefore, the teacher can give a more effective instruction by developing their skills in using eye contact and simplified words so that students can pay attention to their teacher's instructions and give their best performance.

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To close this chapter, I would say that teaching will never be apart from its problems. However, only from the problems teachers can be better human-beings by analyzing them and finding the solutions. In reading this term-paper, teachers must have learnt how to get more optimum result in speaking activity by practicing eye contact and using familiar and meaningful words in their instruction (as it is considered as to give an effective instruction).

