

CHAPTER IV

CONCLUSION

The previous chapters have analyzed the problem in overcoming the reluctance of junior high school students at ACES to use English in class when I was doing my internship there. The problem was caused by their worry of making any mistakes, their inability to think in English, and their tendency to use their mother tongue instead of English. Besides this, the problem brings some effects. First, the students' speaking skill became hard to improve. Second, the parents complained, because their children's speaking skill did not show any significant improvement. Third, it was time consuming for the students when they had to translate what they wanted to say into English.

I propose three potential solutions to overcome the problem. The first potential solution is I will give the students a task to discuss in a small group using English. It will increase the students' talking time, even though they might slip into their mother tongue during the discussion session. The second potential solution is I will ask the students to make a short review from an interesting movie to build their motivation and ask them to tell it in

front of the class. The last potential solution I will apply an English Immersion, when the students have to speak English all the time on that day.

The solution that I choose to overcome the problem is a combination of the second and the third potential solutions. I will give the students a task to make a movie review and ask them to read what they have made in front of the class, while the setting is in an English Immersion. The reason why I choose these two potential solutions is because these two potential solutions are the most appropriate solutions to be applied at ACES, since the class consists of many students from different ages. I believe that applying these solutions in the class will result in good progress in overcoming the students' reluctance to speak English. In addition, an English Immersion will not make them feel intimidated, because they will spontaneously use English in telling their movie review. Once they can improve their self-confidence in speaking English, they will find it easier to overcome their reluctance to speak in English.

The reason why I do not choose the first potential solution is because the classes at ACES consist of many students from different ages, and their topics interest will be different. But, this potential solution will work well in school's classroom, since the students are in the same age level.

To end this chapter, I would like to mention that teaching will never be separated from problems, whether they come from the students or from the teacher himself / herself. Two things to note in applying the chosen

solutions are to get an appropriate movie and ask the students frequently if they understand what I say or not. The movie has to be educative for the students and has to be interesting for the students indeed, or else, they will get bored watching that movie and the chosen solutions will not produce a good result in the end. I also have to ask the students if they find any unfamiliar words in my speech to make sure they are not getting confused during the lesson.