

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion dealing with the finding and discussion of the study.

5.1 Conclusion

From the research finding and discussion in the previous chapter, it can be concluded that in teaching speaking the teacher did not make a syllabus for English Conversation Class subject because the teacher of ECC taught the same material with the English regular class. Therefore, the teacher of ECC used English syllabus of 2013 curriculum that is established by the government. In English Conversation Class, the teacher only focused on teaching listening and speaking skill in the classroom based on the English syllabus of 2013 curriculum. English syllabus of 2013 curriculum is used by teacher of ECC as a guideline in teaching speaking and listening.

In English Conversation Class, the teacher used various techniques in teaching speaking to the students. The techniques that are applied by the teacher of ECC in teaching speaking such as modelling, dialog, drilling, discussion, and dubbing. Those techniques are appropriate technique to use by the teacher in teaching speaking. By giving those techniques, the teacher can make more motivated in speaking and the students can practice speaking without feeling

under pressure. Modelling technique and dialog were the most frequent technique used by the teacher in teaching speaking at English Conversation Class.

In English Conversation Class, the teacher gave the material for teaching speaking and listening. The teacher gave the material to invite students have speaking performance in the classroom. The teacher used English textbook of 2013 curriculum as the main sources of teaching material. Besides textbook, the teacher also developed the material from the internet. In teaching the materials, the teacher used games, video, and picture that are taken from the internet.

In teaching speaking, the teacher used various kinds of media in the classroom. The media that used by the teacher in the classroom were real object, laptop, speaker, LCD projector, and video. The media provided by the teacher in the teaching and learning process can help teacher while explaining the material and can make students more interested and avoid boredom in the classroom.

For the assessment, the teacher of English conversation class used two types of assessment in assessing the students' speaking skill. The assessments are test and ongoing assessment. For test, the assessment given when the students have speaking performance in front of the class. For ongoing assessment, the assessment is given based on the students' active participation in the learning process.

5.2 Suggestion

Based on the research findings, some suggestions are directed to the teacher of English Conversation Class, the teacher of English regular class and further researcher.

For the teacher of English Conversation Class, the teacher can develop more interesting media and techniques in teaching speaking such as the teacher can use games as a technique when teaching the material that can bring fun activity for students to learn English easily, the teacher also can use poster or flash card as a media for teaching to grab the students' attention and avoid boredom in the classroom.

For the teacher of English subject, the teacher of English subject can apply the techniques used by the teacher of English Conversation Class in teaching speaking. By using many kinds of techniques in teaching speaking, the teacher encourages the students to speak English through dialog or role play, monolog, discussion, dubbing, etc.

For further researcher, is expected to conduct further study about the impact of English Conversation Class on the students' achievement in English regular class. This study also can be used for further researchers as a reference in conducting research with the same topic related to the implementation of teaching speaking in other setting or subject.