

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter focuses on giving conclusion and suggestion based on the research finding and discussion.

5.1 Conclusion

Based on the result of classroom observation and the teacher's interview, the research findings showed that there were the teaching strategies applied by the teacher in teaching speaking in the tenth year students of Graphic Preparation E at SMKN 4 Malang, namely "Alphabet chain" game, "The why" game, "Just a minute" game, story telling, role play, discussion and debate. The teacher also uses six supporting strategies, namely he uses an easy language, repeat the explanation of the material twice, translate some difficult words, give a louder voice, call each student who make a noise, and speak more slowly.

From the data gathered during the research, the researcher got some achievements from the students, namely the students' speaking scores and the students' awards of winning speaking competition. From the data, it can be concluded that most of students had good scores in speaking. It could be proven by seeing their scores that had scores more than 75, the school's standard (KKM). It implies that the speaking skill of the tenth year students at SMKN 4 Malang is very good.

From the questionnaire, it can be concluded that the teacher applied some strategies that are appropriate to the students. The teacher motivated the students

to be active in the class by giving them questions and asking their opinion toward the material that is being discussed. The students thought that the strategies used by the teacher were very interesting and the teacher explained the material by giving the tangible evidences, hence the students understood the material well.

They also agreed that the strategies used by the teacher in teaching speaking could enhance their speaking skill.

5.2 Suggestion

The researcher has some suggestions for the English teacher, other teacher, and further researcher based on the research finding.

1. For the English teacher

Teacher has to consider whether the students understand the material or not, because sometimes the teacher's explanation is too long and too fast. The teacher has to get more knowledges about how to handle the class which has hyperactive students as well, because sometimes the students talk too much and do not pay attention to the teacher's explanation. Actually, the strategies used by the teacher are appropriate to the hyperactive students as well, but the teacher need more concerns to control the students who make a noise. The teacher also needs to enrich his strategies in teaching speaking in order to improve the students' speaking ability because the students' achievements are very good, the teacher only needs to upgrade their speaking achievement.

2. For other English teachers

From the result of this study, the researcher hopes that English teachers who have no variation in teaching English can use and develop his or her teaching strategies in order to make the students understand the material easily and make a good atmosphere during teaching and learning process by using an appropriate strategy, creating jokes and games based on the students' need.

3. For further researchers

The researcher hopes that further researchers can conduct other strategies that could be applied in teaching speaking and the researcher suggests to conduct classroom action research by applying an appropriate strategies to teach speaking that can be helpful for further development of education.

