

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings in the previous chapter, the researcher draws a conclusion that answer the research question. The conclusion of this research are:

1. The teachers used four methods that consists of twelve strategies according to freeman (2000), namely: (1) Grammar Translation Method (GTM) that consist of translation of a literary passage, deductive application or rule, memorization (2) Direct Method (DM) inform of reading aloud, question and answer exercise, and conversation practice (3) Audio Lingual Method (ALM) that consist of backward build-up (expansion) drill, repetition drill, transformation drill, questions and answer drill, then (4) Silent Way that consist of peer correction, and structured feedback. It is shown through the result of the three procedures, namely observation, interview, and fieldnote. The teachers combined among some methods that consist of some strategies to reach ELLA goal.
2. The students' performance of speaking skill according to Huges there are five components to measure score speaking skill those are accent, grammar, vocabulary, fluency, and comprehension. Which is

for the students' accent in level 5, The students' pronunciation was very good, but it was not categorized as a "native speaker's accent". The students' grammar in level 5; The students' grammar had only a few errors in speaking. The students' vocabulary in level 5; The students had professional vocabulary and appropriate diction for complex issues, practical issues, and the vocabulary could be used for some social conditions. The students' fluency in level 5; The students' speeches were very understandable and fluent, but not as fluent as native speakers. During speaking, they did not include any word repetition. The students' comprehension in level 4; The students understood educational topics when speaking, except for certain heavy topics. They could explain new insights in their speaking topics.

It can be concluded that the teacher use many kind of teaching strategies to develop speaking skill. In addition, the teacher makes the classroom to be a lot of fun and they always enhance students' motivation to be active in the class. The students are very active because the strategies in teaching speaking are appropriate to the students' characteristics and level of proficiency. The teachers' strategies in teaching speaking could enhance students speaking skill.

B. Suggestion

After concluding this research, the researcher tries to give several suggestions that might be useful for everyone, especially for English teachers, students, and the researchers in the future, and bellow are suggestions:

1. For the English teachers

These method as alternative methods that would be very helpful to improve students' ability in speaking. Teaching methods and strategies should be selected on the basis of the students' performance. In addition, the teachers have to allow all the students to take full participation in the classroom have to make the students more engaged in classroom activities, which will gradually help learners to speak fluently.

2. For the students

It is necessary for the students to their speaking every time they get any chances. For instance, the students can make a simple conversation with other students in the class while they are waiting for the teacher. They can practice their speaking outside the class when they are in camp with their friends as well. The students should be more focus in learning English. They should be aware importance of English.

3. For the future researchers

The next researchers who intend to do research in teaching speaking is supposed to see how students' motivation affects their oral performance. Because, since this research has been studied from the teacher's and students' point of view. Students' motivation is considered as one of prominent factor which can increase the students' speaking skill and gets less attention in the study conducted by the writer. In addition, the future researchers may try to find out how other strategies are applicable in teaching speaking.