

CHAPTER V

CONCLUSION AND SUGGESTION

Referring to the result of the data analysis related to the purpose of this study, the researcher would like to give the following conclusion and suggestion.

5.1 Conclusion

In the implementation teacher A always used showing and telling strategy, flexible time, questioning to check for understanding, getting students working together, and plenty of practice. Teacher B used setting clear lesson goals, showing and telling, flexible time, plenty of practice, and provides students with feedback.

The showing and telling strategy will help the students to be easy understanding the material because they can see the example. Many students think that English is difficult so the teacher give more time to the students to understand and practice the lesson by giving flexible time. To make sure that they have understood the subject. Students will be easy and confident if they work with their friends in doing a task or practicing speaking English. The feedback from the teachers is also important to stimulate the students to speak English and must be practice a lot that's why plenty of practice will make the students familiar with speaking English. In short, the strategies are effective to improve the students speaking skills. So that is why the teacher needs various strategies in the learning and teaching process.

As mentioned in the previous chapter, there is several problems the teachers face in teaching speaking classes. The first problem is the student's low vocabulary. Then the second problems are the students are shy and afraid to speak because they are afraid to make mistakes. The third problems are the students always do mispronunciation. There is some possible solution to solve the problem those are the teacher must walk around among the student and the teacher drill the student material continuously until the students understand.

1.2 Suggestion

1. To the school be more interested in the teachers teaching strategy since the result of the research showed that the teacher's strategy in teaching especially English influenced the students' participation during teaching and learning process.
2. It is suggested that the English teacher should be more creative and innovative to enrich their teaching strategy in delivering the materials.
3. To the further researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this research of how to complete this strategy.

BIBLIOGRAPHY

- Ahmadi. (2015). *Teaching Strategy and teaching learning*. Jakarta: Rineka Cipta.
- Anas, Sudjana (2010). *Teacher Language Learning Strategies Percentages*. Bandung: PT Remaja Rosdakarya
- Antony, W.P., Parrewe, dan Kacmar (2010). *Strategy Human Resources Management. Second Edition*, Orlando: Harcourt Brace and Company.
- Bambang Hendri. (2016) *English Teacher's Strategies in Teaching Speaking*. MTs AnNur Tangkit.
- Brown, D. H. (2010). *Principles of Language Learning & Teaching. (4th Ed.)* Longman, New York
- Brown, H Douglas. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. Essex: Addison Wesley Longman.
- Brown, H Douglas. (2001.) *Teaching by Principles an Interactive Approach to Language Pedagogy*. Pearson Education
- Brown, H Douglas. (2003). *Language Assessment Principle and Classroom Practice*. San Francisco State University: Longman
- Brown, H. Douglas (2004). *Language assessment: Principles and classroom practices*. New York: Pearson Education.
- Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University
- Crawford. (2005). *Teaching is more than a set of methods*. New York: Pearson Education.
- David, J.R. (2017). *Teaching Strategy for College Class Room*. Longman, New York.
- Edge, Julian. (1999). *Essentials of English Language Teaching*. Longman, New York.
- Fauziati, Endang. (2009). *an Introduction to Methods and Approaches in Second or Foreign Language Teaching*. Surakarta: Muhammadiyah University Press.

- Hornby. (1985), *Speaking is making use of words in an ordinary voice*. Cambridge University Press
- Hughes, Arthur. (2003). *Testing for Language Teachers*. Cambridge University Press.
- Hughes, Rebecca. (2002). *Teaching and Researching Speaking*. Harlow: Pearson Education
- Iskandarwassid & Sunendar. D. (2010). *Strategi Pembelajaran Bahasa*. Bandung: PT Remaja Rosdakarya
- Leo, Sutanto. (2013). *A challenging Book to Practice Teaching and English*. Yogyakarta: Andi Offset.
- Lodico, Marguerete G, T. Spaulding, Dean & H. Voegetle, Katherine. (2006). *Methods in Educational Research*. San Francisco: Jossey-Bass.
- Makka, Irnawati (2018). *An Analysis of Teacher's Techniques in Teaching Speaking Skill*. SMA Muhammadiyah 03 Batu.
- Masitoh, dkk, (2017). *Strategi Pembelajaran TK*. Jakarta. Universitas Terbuka.
- Miles, M.B, Huberman, A.M. (2014) *Qualitative Data Analysis*. USA: Sage Publications.
- Morley. (2017). *The purpose of teaching speaking is to help the students to accomplish four things*. Cambridge: Cambridge University.
- Nunan, David. (2003). *Practical English Language Teaching*. England: Mc Grawhill Publishing.
- Orazbayeva, K.O. (2016). *Profesional Competence in the Age of Globalization: Jurnal Pendidikan*
- Peny Ur. (1999) *A Course in Language Teaching*, Cambridge: Cambridge University.
- Rahmawati. (2013). *Teacher Strategies in Teaching English*. Jambi: PT Remaja
- Richard. (2008) *Speaking is one of the elements of communication*. Longman, New York
- Santrock. (2011) *Teaching is linked to both science and art*. Harlow: Pearson Education

- Sirajuddin. (2010) *Data analysis included several steps, data reduction, data display and make conclusions*. Jakarta. Universitas Terbuka.
- Sujayani (2017). *The Strategies in Teaching English Speaking as an Extracurricular Program*. SMPN 01 Batu
- Syakur, (1987). *Language Testing and Evaluation*. Surakarta: Sebelas Maret University Press.
- Thornbury, S. (2005). *How to Teach Speaking*. England: Pearson Educational Limited.