

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents about conclusion and suggestions. The conclusion was presented based on the findings and discussion in the previous chapter. The suggestions were given in order to help the practice of teaching speaking at The Daffodils English Course Pare Kediri.

A. Conclusion

Based on the results of interview, observation, and documentation in the previous chapter in data findings and discussion, the researcher concluded that the effective learning speaking is learning that uses various programs combined with several language skills activities. Thus, students do not feel bored with the speaking learning process. Learning speaking can be enjoyed and fun with various speaking program activities. The teaching speaking at The Daffodils English Course Pare Kediri are used many programs and activities. The program aims to support the process of teaching speaking at The Daffodils English Course Pare Kediri. Those programs are Stepping Stone Program, Speak First Program, Listen and Talk Program, Step One Program, Speak Second Program, Interview Program, Vocabulary Program, Step Two Program, Public Speaking Program, and Step Three Program. Meanwhile, the activities included into ten speaking programs at The Daffodils English Course Pare Kediri are six activities, they are : Fluency, Accuracy with Words and Pronunciation, Appropriacy, Responding and

Initiating, Range of Words and Grammar, and Discourse Maker. Fluency was an activity included in the Speak First Program and Step One Program. Accuracy with words and pronunciation included in the Stepping Stone Program, Listen and Talk Program and Vocabulary Program. Appropriacy included in the Speak Second Program, Step Two Program, Public Speaking Program, and Step Three Program. Responding and initiating included in the Interview Program and Step Two Program. Range of words and grammar included in the Step Two Program, and Public Speaking Program. Discourse maker, applied to the Step Two Program, the Public Speaking Program and the Step Three Program.

The next point is about the teachers' role in teaching speaking at The Daffodils English Course Pare Kediri. There are three roles of the teacher in speaking activities, they are : Prompter, Participant, and Feedback Provider. Prompter is a teacher role in the Stepping Stone Program, Speak First Program and Step One Program. Meanwhile, the participant is applied in the Speak Second Program and Step Two Program. The last one is the feedback provider, applied in All of the speaking programs at The Daffodils English Course Pare Kediri. Besides that, the teacher also has the roles to evaluate students speaking ability. There are five types of evaluation applied by the teacher in The Daffodils English Course Pare Kediri, namely : Oral presentations are used to evaluate students' speaking skills in the Public Speaking Program and Step Three Program. Interviews are used to evaluate students' speaking skills in the Interview Program. Role play is used to

evaluate students' speaking skills in the Speak Second Program, Step Two Program, and Step Three Program. Meanwhile, translation is used to evaluate students' speaking skills in the Stepping Stone Program, Listen and Talk Program, and Vocabulary Program. The last one is reading aloud, it is used to evaluate the speaking ability of students in the Speak First Program, Step One Program, and Step Two Program. The practice of teaching speaking at The Daffodils English Course Pare Kediri is really effective, interesting, and fun so that it can help students in learning speaking well.

B. Suggestion

Based on the research, the researcher would like to give some recommendation to the activity in this institution. Hopefully, the recommendation will be useful for the students, and the institution.

1. For the teachers

The teacher has a very important role in the teaching and learning process of students' speaking at The Daffodils English Course Pare Kediri. The role in the speaking learning process must be carried out well, as well as the role in evaluating students' speaking skills, so that students have better English skills.

2. For the institution

This course helps the students to learn english more. The students free to express their skill. The english activity creative and satisfying. Moreover the institution can come in the native speaker to communicate with the students directly. Besides that, the other institution may apply the

speaking programs as applied in The Daffodils English Course Pare Kediri. Because the speaking programs makes the teaching and learning speaking more effective.

3. For the students

In this learning activity, it is suggested that students should make the best use of the learning process and give positive contribution, so they get effective learning. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to follow english activity fully. They should consistent in attending, because there are many experiences to them.