

CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the researcher concludes all the findings and discussion of previous chapter about Teacher's practices support on students in learning speaking skills at MA Syekh Abdul Qodir Al-Jailani.

A. Conclusion

This study conducted aims to solve the two research problem of this study *What kind of creativity do the teachers employ to support students' participation in developing speaking skills?* and *how can the students participate on developing speaking skills better?*

The first research question about *What kind of creativity do the teachers employ to support students' participation in developing speaking skills?* is solved by teacher A and B interview records concluded in to 5 aspects those are; Lesson planning preparation, various teaching techniques implementation, teachers' treatment on students in the classroom, giving students chance to practice or prepare English performance, and finding solution of every problem occurred.

The second research question about study *how can the students participate on developing speaking skills better?* is already solved by the speaking score test records that and students statements on interview records 45% of MA Syekh Abdul Qodir Al-Jailani students have very good score around 75 – 81, 40% have excellent score around 93 – 87, 15% have fair score in 68, and nobody gain poor score under 54. It is also strengthened by

students statement interview records concluded in to 10 aspects, those are; doing task, self-motivated, environment support, anxiety-solving, interesting topics/materials, how much listening activity affect speaking skill improvement, how much students like to get teacher's correction, vocabulary upgrading, how often students speak English in daily life, and how much students like to learn English.

In addition, some teachers' responses and students' responses are synced each other that teachers responses about teaching practice in the classroom really match the students' responses about what classroom situation they want. This sync is concluded into some points below;

Anxiety-solving, time for practice: While the students feel anxiety to speak up teacher A and B give a lot of chances for students to practice and use student-centered system; the more the students practice, the less they will face anxiety in learning English.

How much listening activity affect speaking skill improvement, various teaching techniques implementation: While all students 100% do agree with statement "*Listening activity affects speaking skill improvement*, and they like it; teacher A and B also implement listening activity in teaching English and integrate it with speaking skill.

How much students like to get teacher's correction, teachers' treatment on students: While not all students like to get correction from the teachers, teacher A and B try to get closer with the students and find out their characters.

B. Suggestion

Based on the results and discussion, the researcher would like to propose some suggestions for students, teachers, and future researchers;

1. Students

The researcher recommends all the students of MA Syekh Abdul Qodir Aljailani to practice more English speaking in order to get more fluent and understandable.

2. Teachers

The teachers have to master more techniques or methods to in teaching English speaking since mostly student like an interesting way in learning a foreign language especially speaking skill.

3. Future Researchers

Finding the teaching practice really affects students speaking skill improvement, future researcher is suggested to focus specifically on what kind of technique or method that really works on speaking skill improvement.