

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer gives conclusion and suggestion dealing with the obtained result of the data analysis and discussion.

5.1 Conclusion

1. Based on the analysis in chapter IV, the writer would like to say that the Eighth Grade Students of SMPK Sta. Theresia Kupang (Class VIII^A), in general are able to speak English.
2. The level of students' ability is classified as "HIGH ACVANCE" (13. 9) based on the average grade.
3. The eighth grade students of SMPK Sta. Theresia Kupang (VIII^A) did not have many problems in speaking English especially when performing Greeting and Leave Taking phrases. There were only a few errors made by the students such as incorrect use of verb 2 (grammar) for example: Now I want to check your homework that I give last week, it should be now I want to check the homework that I gave you last week, did not know the word English for "guru piket" (vocabulary), and also wrong pronunciation of word Favorite [favorit], it should be Favorite [fə'lvərIt].

5.2 Suggestion

Based on previous conclusions, there are some suggestions that might be helpful for the teacher and the student in the case teacher and learning English:

1. The teachers need to motivate their students in learning English, particularly in speaking skill. The teachers ought to create the atmosphere of teaching and learning more interesting for the students. Not just teaching the students from the book, or try to write all the material on the white board, but the teachers should create an interesting such as; playing games, playing a drama, and storytelling. The teacher should maintain his good teaching of English so the students will maintain and keep on improving their speaking ability.
2. Practice is the most important thing to master speaking skill. Therefore, to increase speaking skill, the students have to be more active in practicing their English. By practicing English, the students will be qualified and more confident in using English language to communicate.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2009. *Pendidikan Tindakan Kelas*, Jakarta: Bumi Aksara.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, New York: Pearson Education.
- Budden, Joanna. 2006. *Role Play*. UK, London: UC
- Burns, Anne. 1999. *Collaborative Action Research for English Language Teachers*, Cambridge: Cambridge University Press.
- Bygate, Martinne. 1997. *Language Teaching: A Scheme for Teacher Education; Speaking*, Oxford: Oxford University Press.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*, London: Heinle & Heinle Thomson Learning.
- Crystal, David. 2004. *In Word and Deed*. Test Teacher.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching: Fourth Edition*, Harlow: Pearson Education Limited.
- Issu, Dian Chandra. 2014. *A Study on Speaking Ability Through Role Play of The Eighth Grade Students of SMPK St. Yoseph Kupang in The Academic Year of 2014/2015*. Kupang: Widya Mandira Catholic University.
- Jill, Charles Hadfield. 2000. *Simple Speaking Activities*. Oxford and Oxford English: Oxford University Press.
- Mathews, Candace. 1994. *Speaking Solution: Interaction, Presentation, Listening, and Pronunciation Skills*, New Jersey: Prentice-Hall, Inc.
- Nunan, David. 2003. *Research Mtehod In Language Teaching*. Cambridge: Cambridge University Press.
- Nurina, Sari. 2011. *Improving Student's Speaking Ability By Using Role Play of Tenth Grade Students of SMA N 1 Prambanan By Using Picture Series in The Academic Year of 2011/2012*. Jakarta: Syarif Hidayatullah State University of Jakarta.
- Revell, Jane. 1994. *Teaching Techniques for Communicative English*, London: MacMillan Press.