

Chapter 5

Conclusion and Suggestion

Chapter Five is conclusion and suggestion. It presents conclusion and suggestions based on the research findings.

Conclusion

After analyzing the data obtained in the previous chapter, the researcher concludes as follows:

First Course is an English boarding course institution which provides and serves teaching-learning process and also accommodates the students/learners to stay, learn, and interact in English. As a result, through the interview and the classroom observation conducted by the researcher, it can be seen and concluded that the preparation and the implementation of the preparation on the teaching of English speaking skill at First Course as follows:

- The instructors did not provide a lesson plan in written form. Yet, the instructors kept the unwritten plan in their mind. In the implementation, to reflect that they made a preparation in their mind, they presented the teaching-learning activities consistently. Their teaching contains three major parts: 1) pre-teaching. The instructors started the lesson by praying together. Then,

they greeted the students, gave some motivation, and reviewed the previous lesson. Afterwards, they introduced the new topic. 2) whilst-teaching. The instructors invited the students to tell a story, made question and answer, and have an interview. 3) post teaching. They gave an oral assignment to the students at the end of the lesson. Then, they closed the lesson by praying. Thus, they developed the outline of their teaching activities at their cognitive level before entering the classroom. They could design and implement the instruction in teaching-learning process. The instructors at First Course could still arrange and manage the teaching activities and the agenda for the whole time table based on their teaching experience.

- The instructors provided printed material that is a coursebook (English 900 by Collier Macmillan) as a handbook in teaching speaking. The media used by the instructor were pictures, cards, dictionary, and internet.
- The instructors conducted a number of teaching techniques such as: storytelling, question and answer, discussion, describing, debating and interviewing to help the students to develop their speaking skill.

- The instructors assessed and evaluated the students' speaking skills by providing an oral test through storytelling, question and answer and interview. The purpose of assessment and evaluation was to ascertain how far the instructor could achieve the learning objectives on their teaching and to know the students' achievement in learning English speaking.
- The instructors provided the oral assignment at the end of the class. The instructors asked the students to make better preparation to perform the assignment that was given based on the materials or topics discussed on the following meeting.
- The instructors not only taught English speaking to the students but also improved morality, trained and strengthened spirit, appreciated the spiritual/religious values, and taught attitude, politeness, discipline, honesty, responsibility, democratic, work hard, etc. The character education which was provided by the instructors were memorized and followed by all the students. Character education is one of way to build good characters and personality to the students of First Course in learning English.

Suggestions

The suggestions below are presented for the director and the instructors at First Course and the future researcher.

For the Director. The finding of this study indicates that the instructors did not provide the lesson plan in written form. The existence lesson plan is very important for the instructors in the teaching-learning process. It provides a guide for managing and conducting the learning activities. By providing the lesson plan in written form, it would be controlled and planned easily for the instructors to teach the students. The director should supervise the instructors to provide the written lesson plan. The director should provide and facilitate the instructors and the students' needs, such as: the teaching materials and media. By providing good materials and media, they can give an idea for the instructors and the students to open their mind with more knowledge and information about English. The instructors can create creative and innovative efforts in improving and developing the techniques in teaching-learning process.

For the Instructor. The existence of lesson plan is very important for the instructor in teaching-learning process. The instructor should provide the lesson plan in written form. It can help them to control and plan easily to teach students.

Moreover, the instructor can evaluate the lesson plan, how effective it is employed to the students in teaching-learning process. The instructor can do self-reflection and find the most effective techniques or strategy to teach students in the classroom. Moreover, by providing the lesson plan in written form, it can help the instructors to prepare the lesson, decide what they will teach exactly, how they will conduct it, and what they will evaluate it after teaching in the classroom.

For Future Researcher. Due to the limited time, the researcher cannot cover all the process of the teaching of English speaking skill at First Course. Hopefully, the future researcher can conduct the deeper research which related to the whole activities on the teaching-learning process that take place at First Course (boarding course environment).

The researcher expects the finding of this study to be a consideration for the other researchers who want to conduct the future research on the process of the teaching of English speaking skill in nonformal education, in this context of learning, at boarding course. It is possible for the next researcher to broaden the research problem to get the best result on the teaching of English speaking skill at First Course. The next researcher also needs to interview the students to confirm the result of the interview and classroom observation.

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