

CHAPTER V

CONCLUSION AND SUGGESTION

In this section, the writer elaborated the conclusion of the study and suggestion to the teachers, the students, and the next researcher.

5.1 Conclusions

Based on the data collection and result in previous chapter, the writer has concluded that:

1. Teachers at MA Plus Abu Hurairah Islamic Boarding School applied many different techniques in teaching speaking. They are: Small group discussion, situational communication, oral presentation, storytelling, and guessing game.
2. In this research, the writer found that all of the teachers in MA Plus Abu Hurairah Islamic Boarding School applied the same three techniques (small group discussion, situational communication, oral presentation), while the other two techniques (storytelling and guessing game) were used by individual teachers.

3. Each technique employed has the strengths and the weaknesses as follow:

Techniques	Strengths	Weaknesses
Small group discussion	<ul style="list-style-type: none"> ● Give the students a lot of chances to speak ● Stimulating students by giving ideas creatively. ● Students are more courageous in expressing opinions 	<ul style="list-style-type: none"> ● Only a few students are active ● Situation is uncontrollable and the discussion widens
Situational communication	<ul style="list-style-type: none"> ● Involve all students to speak ● The students could give the response according to the situation easily. 	<ul style="list-style-type: none"> ● The students had difficulties answering imaginary situations. ● Not train students to ask.
Storytelling	<ul style="list-style-type: none"> ● Give the opportunity to all of the students to retell the story. ● Give opportunities to all students to speak in front of the class. ● Train students' grammatical abilities in this case the past tense and its derivatives ● Train students' pronunciation ability on specific sound such as v2 end with sound "t", "Id", or "d" 	<ul style="list-style-type: none"> ● Many grammatical rules are involved in telling story make students difficult to express their story ● Need a lot of time for preparation especially for students who do not have good mastery of grammar and vocabulary.

Oral Presentation	<ul style="list-style-type: none"> ● To improve language competency, how to pronounce well and how to give information to others. ● Give students a chance to speak and be free to express themselves. 	<ul style="list-style-type: none"> ● This technique requires quite a lot of preparation time
Guessing game	<ul style="list-style-type: none"> ● feel more relaxed following the lesson. ● Train students' ability in making questions and answers. ● Enrich students' English vocabulary. 	<ul style="list-style-type: none"> ● less involved for students with low vocabulary and grammatical abilities.

5.2 Suggestion

The result of the study shows that the teachers at MA Plus Abu Hurairah Boarding School used a variety of techniques when they taught English. For this reason, there are some suggestions for English teachers, students and future researchers. For English teachers it is important for the teacher to give more chances to students to speak and help them to create interaction to the target language by applying the appropriate technique when the teaching learning process is conducted, especially in teaching speaking. For the students to practice English and to develop their vocabularies, because if the students have a lot of vocabulary, automatically they can create the sentence. For future research they

may also conduct the research with the same topic in order to get another technique when the teacher teaches English speaking.



REFERENCES

- Anwar, D. 2019. *Language Learning Speaking Strategies Used by Non-English Department Students (A Case Study at LSB UIN Walisongo in the Academic Year 2019/2020)*. Accessed on October 2nd, 2022 from <http://eprints.walisongo.ac.id/id/eprint/11210/1/NIM1503046056.pdf>
- Andestina, Dini Eka. 2019. *Teacher's Technique in teaching Speaking Skill for Eighth Grade Students at SMPN 7 Jambi City*. Jambi: Published Thesis by UIN Sultan Thaha Saifuddin Jambi. Accessed on October 2nd, 2022 from <http://repository.uinjambi.ac.id/1490/>
- Ati, Asih. Parmawati, Aseptiana. 2022. *The Use of Oral Presentation in Teaching English to Improve Students Speaking Skill*. *Journal. PROJECT (Professional Journal of English Education)* Volume 5, No. 2, March 2022. Accessed on October 2nd, 2022 from <https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/7613/pdf>
- Azizah, Fitrah. 2018. *Using Discussion Technique To Improve Students' Speaking Skill In English (pre-Experimental Research at The Eleventh Grade of SMAN 2 Camba)*. Accessed on October 2nd, 2022 from https://digilibadmin.unismuh.ac.id/upload/5181-Full_Text.pdf
- Brown, H. Douglas. 2001. *Principles of Language Learning and Teaching*. Pearson Education. 10 Bank Street. White Plains, NY 10606
- Cook, Vivian. 2008. *Second Language Learning and Language Teaching second edition*. London: Hodder Education, an Hachette UK Company, 338 Euston Road
- Fadillah, Dilla Raudhatul. 2019. *An Analysis of Teacher Techniques in Teaching Speaking for Students Vocational High School at the Tenth Grade of SMKN 1 Cinangka*. Banten: UIN Sultan Maulana Hasanudin Banten. Accessed on October 3rd, 2022 from <http://repository.uinbanten.ac.id/4816/>
- Febriyanti, Mirza Reny. 2016. *Classroom Techniques Used by The Teacher to Develop Students' English Speaking Skill: A Naturalistic Study*. *Jolliet*, Vol. 3, No. 1. Accessed on October 3rd, 2022 from <https://journals.ums.ac.id/index.php/JoLLIET/article/view/2121>

- Fromkin, Victoria. Rodman, Robert. Collins, Peter. and Blair, David. 1990. *An Introduction to Language Second Australian Edition*. Sydney: Australia.
- Griffiths, Carol. Sonic, Adem. 2021. *Individual Differences in Language Learning and Teaching: a Complex/Dynamic/Socio-Ecological/ Holistic View*. *Journal of English Teaching & Learning* (2021) 45:339–353. Crown 2021. Accessed on October 3rd, 2022 from <https://doi.org/10.1007/s42321-021-00085-3>
- Handayani, Dwi Ulfania. (2019). *English Teachers' Strategy in Teaching Speaking*. Ponorogo: Published Thesis By IAIN Ponorogo. Accessed on October 3rd, 2022 from <http://etheses.iainponorogo.ac.id/6914/1/SKRIPSI%20UPLOAD-ULFANIA%20PDF.pdf>
- Harmer, Jeremy. (2007). *How To Teach English*. Pearson Education Limited. England
- Karfa, A.El. 2019. *The Communicative Orientation of English Language Teaching Classroom in Moroccan Secondary Schools*. Sidi Mohammed Bin Abdullah University. Accessed on September, 29th, 2022 from <https://doi.org/10.5539/elt.v12n11p97>
- Kismullah, et al. 2019. *The Use Of Guessing Game In Teaching Speaking To Efl Junior High School Students*. *Internet journal*, Accessed on December 15th, 2022 from <https://jurnal.unsyiah.ac.id/EEIC/article/view/15649>
- Krebt, Mizhir Dhea. 2017. *The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students*. *Journal of Language and Research*, Vol. 8, No. 5. Pp. 863-870, september 2017. Accessed on September, 29th, 2022 from <http://dx.doi.org/10.1750/jltr.0805.04>
- Kurniawati, Sayu. 2021. *Teaching Speaking Through Debate Technique In Lembaga Pengembangan Bahasa Asing (Lpba) Nurul Jadid Paiton Probolinggo*. Jember: IAIN Jember. Accessed on September, 29th, 2022 from http://digilib.uinkhas.ac.id/5196/1/Sayu%20Kurniawati_T20156028.pdf

- Maxom, Michelle. 2009. *Teaching English as a Foreign Language For Dummies*. John Wiley & Sons, Ltd, Chichester, West Sussex
- Natasia, Greta. Angelianawati, L. 2022. *Students' Perception of Using Storytelling Technique to Improve Speaking Performance at SMPN 143 Jakarta Utara*. *Journal of English and Teaching*, Volume 8. Number 2, June 2022, pp. 282-292. Accessed on December 15th, 2022 from <http://ejournal.uki.ac.id/index.php/jet/article/view/4063>
- Noviyenti, Leffi. 2018. *Strategies in Learning and Techniques in Teaching English Speaking*. *ENGLISH FRANCA : Academic Journal of English Language and Education* Vol. 2, No. 1, 2018, STAIN Curup P-ISSN 2580-3670, E-ISSN 2580-3689. Accessed on September 29th, 2022 from <http://journal.iaincurup.ac.id/index.php/english/article/view/454>
- Pollard, Lucy. 2008. *Guide to teaching English*.
- Rao, Parupali Srinivas. 2019. *The Importance of Speaking Skill in English Classroom*. Accessed on September 29th, 2022 from <https://www.researchgate.net>
- Ricards, Jack C. 2008. *Teaching Listening and Speaking From Theory to Practice*. Cambridge University Press, New York
- Richards, Jack C. Schmidt, Richard. 2002. *Longman Dictionary of Language Teaching and Applied Linguistics Third Edition*. Pearson Education Limited,
- Richards, Jack C. Schmidt, Richard. 2010. *Longman Dictionary of Language Teaching and Applied Linguistics Fourth Edition*. Pearson Education Limited, Great Britain
- Richard, Jack C and Rodgers, Theodore. (1986). *Approaches and Methods In Language Teaching A Description And Analysis*. United States of America: Cambridge University Press.
- Suban, T.S. 2021. *Teaching Speaking: Activities To Promote Speaking Skills In Efl Classrooms*. Internet article. Accessed on December 14th, 2022 from <https://journal.unwira.ac.id/index.php/LECTIO/article/view>

Syarifah, Rinda. 2020. *Teacher's Techniques in Teaching Learning Process of Speaking at The Eighth Grade of SMP IT Al-Anis Kartasura in Academic Year 2019/2020*. Surakarta: Published Thesis by IAIN Surakarta. Accessed on October 2nd, 2022 from <http://eprints.iain-surakarta.ac.id/193/1/RINDA%20FULL%20SKRIPSI-1%2012.pdf>

Thornbury, Scott. (1999). *How to Teach Speaking*. England: Pearson Education Limited.

Yekibayeva, N. A. and Baikanova, A. Ch. 2017. *Situational Communication In Teaching English As A Foreign Language*. Journal. Science Review Vol 4, December 2017. Accessed on December 14th, 2022 from <https://www.academia.edu/>

Zeytin, Ozge. 2006. *The Effective Techniques in Teaching Speaking*. Dokuz Eylul University. Accessed on October 26th, 2022 from https://www.academia.edu/37521779/THE_EFFECTIVE_TECHNIQUES_IN_TEACHING_SPEAKING

APPENDICES

Appendix I: Interview Sheet for Teacher

No	Question
1	Do students enjoy learning to speak?
2	What are students' responses toward the way that is used in teaching speaking?
3	What are the students' problems in learning to speak?
4	How do you give the students feedback of students' speaking activity in the class?
5	How do you encourage students to be active and participate in the teaching learning process?
6	What difficulties do you usually face in teaching speaking?
7	What techniques do you apply in teaching speaking?
8	How are the procedures of those techniques you used in teaching speaking?
9	How important is the technique that is used in teaching speaking?
10	What are the strengths of those techniques you use in teaching speaking?
11	What are the weaknesses of those techniques you use in teaching speaking?

(source: Andestina, 2019)

Appendix II : Teachers' Interview Transcription

School Name : MA Plus Abu Hurairah Mataram

Date : November 21st, 2022

Time : 11.00 - 12.00 a.m

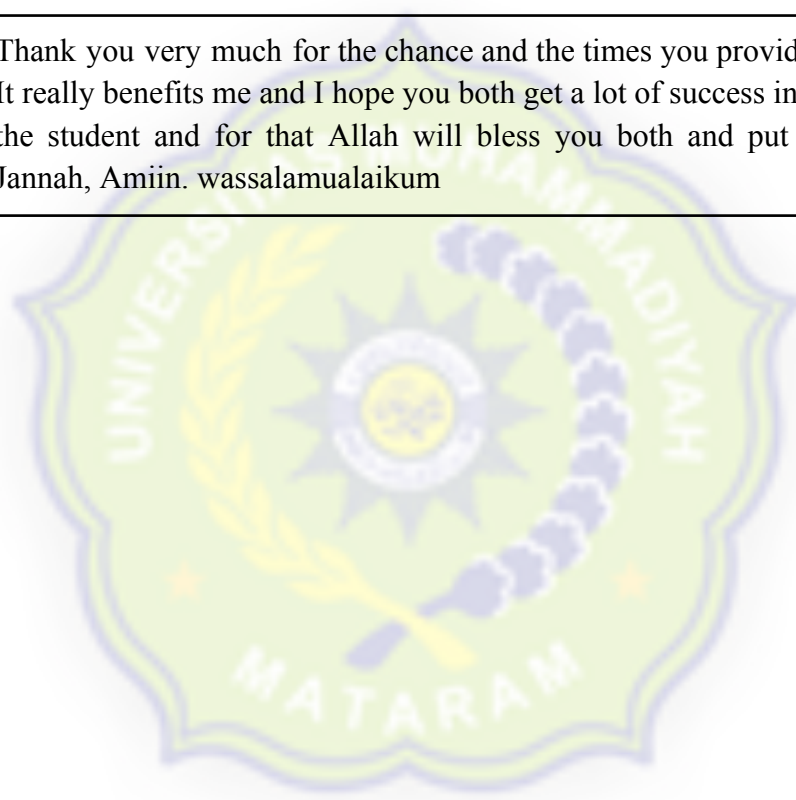
Participant : Mr. Komar and Mr. Deta

R	Assalamualaikum Sir.
T	Walaikumsalam.
R	How are you Sir?
T	Alhamdulillah, I am OK?
R	As for our appointment today I intend to interview both of you. Hopefully you both don't mind giving the answer for some question i will apply for both of you.
T	OK... please
R	My first question is "Do students enjoy learning to speak?"
T 1	Yes, they do. They are very enthusiastic.
T 2	Yes, they do. Most of them. Especially when I make games or show them media such as videos, pictures and funny stories.
R	Thank you for the answer sir, the next question is what students respond to the way you apply in the teaching-learning process?
T 1	They just said "We enjoyed our lesson today" . They like studying English by discussing and playing games.
T 2	Some of the students try hard to speak. As the teacher I can see the progress of how they try to speak and are happy to talk in pairs about something new according to material.
R	Wow ... it is very interesting to see them study in the classroom. But Sir, do they face problems in their learning process?

T 1	Sometime they feel like They don't have a lots of vocabularies to convey their ide .And part of them feels shy to speak loudly in front of their Classroom
T 2	The vocabulary and grammar.
R	Well sir, The next question is still relating to the previous question: How do you give the students feedback of students' speaking activity in the class?
T 1	Of Course I always give them appreciation by saying “you're my best students” because they have already studied with good enthusiasm .Similar words like: well done, good job, great, etc.
T 2	Every speaking practice, whether in the process or after practice, I tell them how to pronounce the word that they say mistakenly and fix their grammar.
R	How do you encourage students to be active and participate in the teaching learning process?
T 1	Before entering the main menu, I always begin with an apperception to lead them into the main lesson... Then they have a flash game as well dealing with the theme... At the first meeting, I used to give them tips and tricks to be good english learners such as: don't be afraid of being shy, making mistakes, and english learners should be exaggerate in spelling and pronunciation .
T 2	I always tell the students that the first thing is that the participation in class will be a good score for them. Second, I encourage students to speak anywhere so this is a way to practice their language, especially when they meet an english teacher, then they should talk in english.
R	In every teaching-learning process what difficulties do you usually face in teaching speaking?
T 1	Some students feel like not self confident, afraid of making mistake, active students will be considered to be a show off coz of using english frequently
T 2	Grammatical error, Lack of idea, mispronunciation. lack of vocabulary.

R	A problem needs a solution, based on your answer above. What techniques do you apply in teaching speaking to solve the problem above?
T 1	Sometimes I do Speaking game, Discussion, ask and answer for simple question
T 2	I often do discussion, presentation and make communication with the students about their daily routine in opening lesson. And also I asked them to tell the story after we did a picnic, or any other big activity.
R	You said that you apply some techniques. How are the procedures of those techniques you used in teaching speaking?
T 1	<ul style="list-style-type: none"> - In discussion we divide the class into 4/5 teams and conduct like competition who get highest score is the first winner - In the game, I asked them to guess something. - Ask and answer, I usually applied simple questions to them based on the condition.
T 2	<ul style="list-style-type: none"> - Discussion, Students are given a topic, then they talk about what they think about it. - Presentation, students are given a topic to discuss and present it after that
R	What do you think of those techniques you said? How important are those techniques in teaching speaking?
T 1	Teknik yg baik yaitu ketika anak merasa enjoy dan tanpa sadar sdh menguasai kompetensi
T 2	The use of those techniques lets the students develop themselves by discovering a new thing.
R	When we use something we often find the strength and the weaknesses for we know that nothing is perfect. What are the strengths of those techniques you use in teaching speaking?
T 1	Belajar terasa sangat menyenangkan sehingga anak anak sangat antusias

T 2	It can encourage the students learning as they can see their friend can make a good example, i.e. conversation about the holiday.
R	The last question: What are the weaknesses of those techniques you use in teaching speaking?
T 1	Persiapan mengajar ya harus lebih matang. Terkadang materi tdk mencapai target ketika persiapannya kurang matang
T 2	They need to find more vocabulary about the topic they are talking about.
R	Thank you very much for the chance and the times you provide for me. It really benefits me and I hope you both get a lot of success in teaching the student and for that Allah will bless you both and put you into Jannah, Amiin. wassalamualaikum



Appendix III: Interview Sheet for Students

No	Questions
1	How do you often communicate your ideas when you study English?
2	How important is speaking skill for you?
3	Do you enjoy learning to speak?
4	What are the problems that you face in learning to speak?
5	How often do you make mistakes in learning to speak?
6	According to you, What are the procedures/techniques that your teachers do when teaching speaking?
7	What is your teacher's role in applying the procedures/techniques for teaching speaking?

(source: Andestina, 2019)

Appendix IV: Students' Interview Transcription

School : MA Plus Abu Hurairah Mataram

Date : On November 29th, 2022

Time : 11:00-12.00 a.m

Place : in Class room

R/P	Text Interview
R	Assalamualaikum. Jazaakumullahu khoiron atas waktu antum semua hari ini.
P	Walaikumsalam. Baik kak
R	Jadi sebelumnya adik2 sekalian interview ini saya lakukan untuk pengambilan data thesis. Jadi mohon keluangan waktu dan mohon menjawab dengan pengalaman kalian belajar dan diajar oleh Mr. Qomar dan Mr. Deta. OK my first question is How do you often communicate your ideas when you study English?
P	P1: We often communicate our ideas by saying it or speaking it. That is the easy way to us coz we can do that directly and will not forget the word that we want to say P2: the same P4: yes speaking it is easy for us but when we don't know how to say it we write it or at least ask before saying it.
R	Very good... next question is how important speaking skill is for you all and your friends? For now and the future
P	P1 : very important, because speaking is the first way to communicate with people. If we don't know how to speak it's the same we don't know the language. P3 : speaking skill is very important because language is not just theory. You need to practice what you have memorized, if you just write it then you don't know how to pronounce and how to speak to people.

	<p>P5 : Speaking is very important. When we go to college and go overseas we have to talk in English because we can communicate, understand our teacher and sometimes a person is good at theory but shy to talk.</p>
R	<p>It is the same with some people who use speaking as judgement to help a person master a language... next question is do you like or enjoy learning speaking?</p>
P	<p>P1 : very important, because by speaking the language we can improve our ability with that language and knowledge about that language. P2 : I like speaking because I like to talk to another people. P3 : I like speaking coz when we speak we use our vocabulary that we have memorized P4 : I like speaking because I do like to talk to other people with english language. P5 : we do love speaking of course with speaking is the way we can communicate with our friend especially if we talk in english we can improve our english</p>
R	<p>Ok.. the next question for you “What are the problems that you face when you speak english?”</p>
P	<p>P5 : first of os shyness of course. And some of our friend always make a joke about us by saying “sok inggris” and other P1 : there is no a lot of people to talk with P3 : our friend don't understand our words.</p>
R	<p>Ok... thank you for the answer. We come back to teaching learning process in the classroom, The next question “According to you, What are the procedures/techniques that Mr. qomar and Mr Deta do when teaching speaking?”</p>
P	<p>P1 : They always ask us one or two questions for each student about the lesson that day. Other than that actually I don't really remember. P2 : they actually gave us a question but not like yes no question, something like “ how is your day?”, “what food do you eat?”</p>

R	How about dividing you into a group, have your teachers done that? Divide you and give you a topic then you discussed?
P, R	P2 : sometime after a vacation they ask us to write the story based on that and present it in front of the classroom. P3 : sometimes they give us a game R : What sort of game? P3 : we describe to the other students. And the other students will guess what we describe and they may apply questions also about what we describe.
R, P	R : Guessing game, question and answer... how about role-play? P : No..no..no R : Speech P : only on Festival R : how about debate P : debate is so hard R : discussion is ofcourse and also storytelling
R	Well... the last question for you all. What is your teacher's role in applying the procedures/techniques for teaching speaking?
P	P5 : They correct us, they control the activity and explain us what we don't understand
R	Well.. I really appreciate you for the time and information you shared with me today. Hopefully you will get the success in your study. Thank you so much and jazaakumullahu khoiron. wassalmualaikum

Appendix V: School Profile

1. Profile of the school

Name	MA Plus Abu Hurairah Mataram
No. School Statistics	50105655
Date Established	2002
School Accreditation	A
School Address	Jl. Majapahit, 54B Mataran
Village	Punia
Districts	Mataram
City	Mataram
Province	West Nusa Tenggara
Postcode	83127
HP/Fax	081 917 944 979
Website	www.ponpesabuhurairah.id
Email	maplusabuhurairah@gmail.com
Motto	

This school was established in 2002 under the name MA Plus Abu Hurairah Mataram headed by Abdurrahim, S.Pd. for 3 years, which at that time the school only has 1 classroom. In 2006 Abdurrahim, S.Pd. was replaced by Hasbiallyh, S.Pd., up to 2022 this school has had six headmasters. Now this school is headed by Abdul Ma'ad, S.Pd.

Since its founding this school has graduated 17 graduates; the first one was in the 2004/2005 academic year and the newest was in the 2021/2022 academic year. This school has grown rapidly, from 1 class in the first year to 12 classes in 2011 until now (2022).

2. Vision and Mission of the School

Vision and mission of MA Plus Abu Hurairah Mataram are:

a. Vision

“Passion in Knowledge, Leading in Charity, and Noble in Morals”

b. Mission

In an effort to realize the vision mentioned above, To realize the vision of Madrasah Aliyah Plus Abu Hurairah Mataram, a mission is needed in the form of long-term activities with clear directions. The mission of Madrasah Aliyah Plus Abu Hurairah Mataram, which was compiled based on the vision above, includes the following.

- 1) Organizing education in a disciplined, orderly and effective manner so as to create a conducive learning atmosphere.
- 2) Organizing educational activities that are practical and applicable so that an attitude of istiqomah is manifested in practicing knowledge.
- 3) Organizing educational activities that are integrated with noble character so that graduates who have personality and noble character are realized.

c. Purpose of MA Plus Abu Hurairah Mataram

- 1) Becoming a leading madrasah in producing graduates who are pious and have optimal academic achievement.
- 2) The realization of an IT-based discipline and learning process.
- 3) Producing Graduates who are able to memorize the Qur'an at least 5 juz, and 100 selected hadiths
- 4) Producing Graduates who have Arabic language skills to read Arabic book.
- 5) Graduates have the skills to speak English.
- 6) Have achievements in the academic competitions.

Appendix VI: Pictures of Observation and interview



Teaching learning process



Teaching learning process



Interviewed Mr. Deta



Interviewed Mr. Komar



Interviewed the students