

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusions**

The action research was implemented in class XI-A2 students of SMA N 1 Imogiri began in January and ended in March 2010, during the second semester of the academic year of 2009/2010. The aim of this study that was improving the students' speaking skills by using electronic media was successful. The actions which were carried out in two cycles were effective in improving the students' motivation, self confidence, vocabularies and pronunciation. The actions consist of the use of electronic media i.e. computer and LCD and the use of learning resources i.e. songs, videos, pictures and sound recordings. Besides, the efforts in improving the students' speaking skills were also combined with the use of speaking activities i.e. discussions, games, and role plays.

After implementing the two cycles, the researcher found some effective ways to improve the students' speaking skills by using the electronic media in class XI-A2 of SMA N 1 Imogiri in the academic year of 2009/2010. First, the actions using the electronic media i.e. computer and LCD and the learning resources i.e. videos and pictures could attract students' attention in the teaching and learning process. The computer and LCD were effective to display the materials being taught clearly and interestingly. Whereas, the use of videos made

the atmosphere in the classroom more relaxed and fun so that the students were interested to speak out their minds. This way effectively and gradually made them get rid of their shyness to speak in English. While the use of pictures could change the students' mood from bored to enthusiastic in following the teaching and learning process. They were interested in colorful and interesting pictures. It was effective to build students' motivation for following the lesson.

Second, the implementation of using speaking activities i.e. discussion and role play was able to make the students speak in English. The discussion activities were able to build English atmosphere in the speaking teaching and learning process. Although some students still mixed the English and Indonesian in the group discussion, they followed the activity enthusiastically in finding out expression of love in the lyrics. While, role plays were able to build the students' self confidence to speak in English. In the role plays activities, the students played roles to express their opinions using expressions of agreement and disagreement on certain situations. Although some students were still shy to speak, most of them tended to be more active to speak in English.

Third, the combination of using learning resources i.e. sound recordings and speaking activities that was game "*Stop the Bus*" was able to motivate students to speak actively. The students were able to guess and mention the expressions of agreement and disagreement in the game. Moreover, it was also effective to alleviate the students' boredom through the game which was able to create fun atmosphere in the classroom.

Forth, the use of learning resources that were songs successfully improved the students' vocabulary and pronunciation. The activity by using song was singing the song together and held discussion related to the lyric of the song. The students were not able to express their feeling in English before, but after the implementation of using song, the students were able to express their feeling and also vocabularies related to the materials.

Last, providing copied materials of teaching speaking and soft copies of speaking media successfully changed the teacher's idea of how to teach speaking interestingly. And the soft copies of speaking media helped him to create an interesting and fun speaking class with varied media. The change of the teacher's ways to transfer the speaking teaching materials had a big impact toward the students' motivation to speak in English.

## **B. Implications**

The conclusions have described the use of the electronic media that are effective to improve students' speaking skills. The implications of the research are presented as follows.

1. The use of computer and LCD can attract the students' attention in the teaching and learning process. The main feature of these media is able to integrate motion pictures, graphics, and sounds being taught and displays them in front of the class by using LCD. So, the students are able to see the materials being taught clearly in front of the class. This is effective to draw their attention and also changed the monotonous speaking teaching and

learning process. Thus, the use of these media increases the students' attention and interest to follow the speaking teaching and learning process.

2. The use of the video successfully creates relaxed and fun atmosphere during the lesson. It can be played before the teacher explains the topic that will be taught.
3. The activity by using song is effective to improve the student' pronunciation and vocabularies. It is also effective to build the students' confidence to speak in English. That is the main reason why most students like the activity by using song.
4. Sound recording provides the authentic speaking materials. The students listen the speaking way of native speakers and can imitate it. It is effective to improve their pronunciation.
5. The use of sound recording is combined with a game named Stop the Bus. In this activity, the students compete each other guessing what kind of expressions being played and repeat the expressions. This activity builds fun atmosphere in the classroom and improves their self confidence to speak in front of their friends.
6. Instant comment is effective to make the students express their ideas spontaneously. The teacher can show the pictures and the students spontaneously give comments about the pictures.
7. Discussion is effective to make the students practice speaking in English. In this activity they are supposed to discuss a given topic in English. The students

are allowed to ask about some words they do not understand to their friends and the teacher. This activity also gives opportunities to the smart students to correct their partner if they make mistakes. Thus, it is effective to improve the students' confidence to speak in English.

8. Games are effective to reduce the students' boredom during the speaking activities in the classroom. It also builds the students' confidence to speak in English. This does not only give benefits to the students but also the teacher who makes the class more attractive and not monotonous.
9. The role play is effective to improve the students' speaking skill and self confidence. This activity maximizes the students to have an experience to do a monologue in English. Since the students are asked to perform the role play in front of the class, they can improve their self confidence and also their speaking skill. Thus, it is effective in improving the students' speaking skill and self confidence.
10. Providing copied materials of teaching speaking to the teacher is effective to improve the teacher's knowledge of how to teach speaking.
11. The soft copy of speaking media gives benefit to the teacher to plan an interesting English lesson, especially speaking. They help the teacher to transfer the teaching materials interestingly and attract the students' involvement in the speaking activities easily.

### **C. Suggestions**

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

#### **1. For the English Teacher**

The English teacher should consider the students' need and interest before designing the speaking materials. The teacher needs to vary the activities in the process of speaking teaching and learning. This will prolong the students' involvement in the speaking activities. Another thing that needs to be considered in teaching English is the willingness and awareness of the teacher to use the provided facilities in school such as the laptop and LCD. They have to be effectively used to reach the teaching purposes.

#### **2. For the School Institution**

The school can apply some efforts to improve the quality of the students speaking skill considering the problems that occur in the school. For example, they provide the relevant, interesting and appropriate media to support the speaking skills.

#### **3. For Other Researcher**

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students' speaking skills by using electronic media.