

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter deals with three main issues. They are conclusions, implications, and suggestions. The discussion of each is presented below.

A. Conclusions

The action research was about improving the quality of speaking teaching and learning process through the use of multimedia teaching aids. This research was conducted in class VIII A students of SMPN 6 Yogyakarta which began in April and ended in June 2012, during the second semester of the academic year of 2011/2012. In line with the discussion in the previous chapter, it could be said that multimedia teaching aids are believed to be effective media to improve the quality of the speaking teaching and learning process. It can be concluded as follows.

This action research was conducted in two cycles, in which each of them consisted of three meetings. The implementation of the multimedia teaching aids was able to improve both the quality of the speaking teaching and learning aspects (measured from the four indicators namely participation, communication, cooperation, and responsibility) and the quality of the students' speaking ability (measured from the five speaking rubrics namely pronunciation, fluency, grammar, diction, and task).

The research findings show that the students became more active and all students were actively involved in the teaching and learning process. All of the students were able to communicate and cooperate each other in doing the task. It

created a better circumstance to the quality of teaching and learning. Also, the students were more enthusiastic in joining the lesson, so the class became more alive. In other words, through multimedia teaching aids, the students were more enthusiastic in joining the English teaching and learning process. Thus, the collaborations between multimedia teaching aids and interactive activities were effective to improve the quality of the teaching and learning process.

The improvement of each indicator could be seen from the result of the daily observation sheet. The result of the last meeting observation showed good improvement in each indicator. There were 30 students or 90 % students who participated actively in the teaching and learning process, 32 students or 96 % students were able to communicate fluently among the members in a group. In addition, there were 33 students or 100 % students who showed good cooperation among the members in a group. Last, about 32 students or 96 % students were responsible for the task given (See appendix F, Result of Students' Activities 6).

Also, the researcher held pre-test and post-test to measure the improvement towards students' speaking ability. Based on the result of the tests, the students' speaking ability has significantly improved from the pre-test to the post-test. In the pre test, the students' mark average which is taken from the students' oral performance test before doing the research study in the form practicing dialogue, is 65.40. After getting the treatment in the Cycle 1 and Cycle 2, their average mark increased to 75.21 in the post-test (see appendix E, result of the students' score).

The marks of speaking ability consist of the indicators of the speaking sub-skills, i.e. using acceptable pronunciation, having good fluency, using correct grammar, using proper diction, and having a good task during practicing spoken English. The different result between the pre-test and post-test showed that there were some improvements in those speaking sub-skill. Students' fluency score improved from 13.18 to 29.50. Students' grammar score improved from 12.70 to 28.20. Students' pronunciation score increased from 13.12 to 28.60. Meanwhile, students' vocabulary increased from 13.11 to 29.20. The last sub-skill that had been improved was students' task score. It improved from 13.27 to 30.47. (See Appendices 10, Students' Pre-Test and Post-Test Score). Therefore, it can be summarized that multimedia teaching aids are useful to improve the quality of speaking teaching and learning process.

B. Implications

The research findings show that the use of multimedia teaching aids during the teaching and learning process can improve both the quality of teaching and learning process and students' speaking ability especially in class VIII A of SMPN 6 Yogyakarta. This can be seen both from students' daily interaction and from their speaking achievement. Specifically, the uses of multimedia teaching aids which are combined with interactive activities give positive effects to the quality of teaching and learning process because of some reasons. Firstly, multimedia teaching aids are effective to engage students' motivation to learn English seriously. Secondly, the combinations of those media with some interactive activities are successful to improve students' interactions and

cooperation among their classmates. Furthermore, the use of cooperative games which are designed by using multimedia teaching aids is able to decrease students' boredom and improve their speaking interest. These imply that the uses of multimedia teaching aids are believed to be useful to improve the quality of the speaking teaching and learning process through its enjoyable, interesting, cooperative, and systematic structures of learning.

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:

a. For the English teachers

The improvement on the quality of the speaking teaching and learning process is important for the teachers as using multimedia teaching aids can attract the students' involvement and also can improve their speaking ability. Therefore, the English teachers are suggested to use media namely multimedia teaching aids during the English teaching and learning in order to improve the quality of English teaching and learning process. Since the uses of multimedia teaching aids need a lot of preparation, the English teachers are also suggested to get a training in using those technological media first, so that they will be easier to apply the multimedia teaching aids in the teaching and learning process. Moreover, the English teachers should enrich their creativity in teaching English speaking by applying many interesting and communicative activities to attract the students' interest and involvement.

b. For students

The uses of multimedia teaching aids are useful to improve the students' interactions and their speaking ability. However, the students are suggested to implement the principles of using those kinds of media in their daily learning in order to achieve the better result of learning.

c. For other researchers

This research only focuses on implementing multimedia teaching aids in the speaking teaching and learning process. Specifically, this research concerns on improving the quality of students active involvement toward the learning process. To support this, this research also focuses on improving the students' speaking ability by maximizing students' speaking performance during the teaching and learning activities. Therefore, the other researchers who are interested in the same field are recommended to continue and improve this actions research in order to find out other efforts to improve the quality of speaking teaching and learning process by using multimedia teaching aids.

References

- Arsyad, A.(2002).*Media Pembelajaran (3rd edition)*. Jakarta : Grafindo.
- BNSP.(2006).*Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas.
- Bonwell, C.C. and Eison (1991). *Active Learning: Creating Excitement in the Classroom-Active Learning Workshop*, retrieved on August 2011.
- Brinton, M., D. (2001). *The use of media in language teaching*. New York: Thomson Learning, Inc.
- Brown, H. Douglas. (2000). *Principle of language Learning and Teaching, 5th edition*. New York: Pearson Education.
- _____ (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy*. New York : Addison Wesley Logman Inc.
- Cameroon, Lynn. (2001). *Teaching Languages to young learners*. New York: Cambridge university press.
- Carter, Ronald and Nunan, David. (2001) . *The Cambridge Guide to Teaching English to Seaker of Other Languages*. Cambridge: Cambridge University Press.
- Ehsani, F., Knodt, E. (1998). *Speech Technology in Computer-Aided Language Learning: Strengths and Limitations of a New CALL Paradigm, Language Learning & Technology Journal*, Retrieved March 5, 2007, from: <http://llt.msu.edu/vol2num1/article3/>
- Feez, S. and Joyce, H. (1998). *Text Based Syllabus Design*. Sidney: NCELTR.
- Frith, J. (2005). *Listening Using Authentic Video for Overseas Learners of English*, Retrieved March 12, 2007, from www.developingteachers.com.
- Hadfield, J. (1999). *Simple Speaking Activities*. New York: Oxford University Press.
- Harmer, J. (1998). *How to teach English*. New York: Pearson Education Limited.

- _____. (2001). *The Practice of English Language Teaching*. New York: Pearson Education.
- _____. (2007). *The Practice of English Language Teaching 4th edition*. New York : Pearson Education.
- Hoven, D. (1999). *A Model For Listening and Viewing Comprehension in Multimedia Environments, Language Learning & Technology Journal*, Retrieved December, 2001, from <http://lt.msu.edu/vol3num1/hoven/index.html>.
- Zimmer, J. E. "Teaching Effectively with Multimedia," *Visionlearning Vol.(9)*, (2003): an article: retrieved on Desember, 2011. from http://www.visionlearning.com/library/module_viewer.php?mid=87.
- Kim, D., & Gilman, D. A. (2008). *Effects of Text, Audio, and Graphic Aids in Multimedia Instruction for Vocabulary Learning. Educational Technology & Society, 11* (3), 114-126.
- Labayan, MJ., Estopanian, L., Olmos M. (2006). *Speaking & the Internet: an unlikely match?*, Retrieved March 12, 2007, from www.developingteachers.com
- Lambert, J. & Cuper, P. (2008). *Multimedia technologies and familiar spaces: 21st-century teaching for 21st-century learners. Contemporary Issues in Technology and Teacher Education, 8*(3). Retrieved from <http://www.citejournal.org/vol8/iss3/currentpractice/article1.cfm>
- Maalamah, A.T. (1991). *Classroom Interaction*. Oxford : Oxford University Press.
- Mulyasa, E. (2006). *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Remaja Rosdakarya.
- Murray, E. Denise and Christison, MarryAnn. (2011). *What English Language Teacher Should know, vol. 1*. New York: Routledge.
- Nunan, D. (1993). *Language Teaching Methodology*. Sidney: NCELTR.
- Neo, M. and Neo, K. T. K. (2001). *Innovative teaching: Using multimedia in a Problem-Based Learning Environment: An Educational Journal*. Selangor : Malaysia
- Rahmawati, Estika. (2010). *Improving Students' Speaking Skill in Telling Story Through Picture By Using Windows Media Player*.

<http://universityofibnkhaldunbogorindonesia.blogspot.com/2011/02/improving-students-speaking-skill-in.html> using, retrieved on December, 2011.

Richards , J. C and Renandya, W. (2002). *Methodology in Language Teaching*. new York: Cambridge University Press.

Shank, Patti. (2005). *The Value of Multimedia*. [http://www.adobe.com/Designcenter/main. Html](http://www.adobe.com/Designcenter/main.Html). Retrieved on December, 2011.

Shephard, A. (n.d.). *Case for computer-based multimedia in adult literacy classrooms*. Encyclopedia of Educational Technology.

Sutaryo, B. (2011). *Improving the Speaking Skill of the Eight Graders of MTsN Selatbaru Bengkalis Regency- Riau Using Multimedia Presentation*. Retrieved on January, 2012.

Thornburry, S. (1999). How to teach speaking methodology, Longman: [:http://www.longman.com](http://www.longman.com) /retrieved on Desember 2011.

Tomlinson, B. (1998). *Material Development in Language Teaching*. New York : Cambridge University Press.

Turk, C. (2003). *Effective Speaking: Communicating in Speech*. Taylor & Francis e-Library.

W. Galloway. (2007). *Designing Multimedia to Improve the Speaking Skills of Second Language Learner*. [http :// creativecommons.org/ Licenses/by-nc-nd/2.5/](http://creativecommons.org/licenses/by-nc-nd/2.5/). Retrieved on November 2011.