

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After having discussion in the previous chapter, the researcher summaries the result of the discussion based on the statements of the problem follows:

1. The implementation of speaking habit program for students namely *English Day* at MTsN 2 Sukoharjo during pandemic era covers setting the work program by the English teacher and tutors before doing habituation activities. The activities include daily activities, weekly activities, monthly activities, and yearly activities. Speaking activities in habituation program covers advance organizer, presentation, conversation practice, role-play, comprehension, answering questions and reading aloud. The media which is used at MTsN 2 Sukoharjo in speaking practice is categorized into printed material, audio material and visual material.
2. The effectiveness of speaking habit program for students namely *English Day* at MTsN 2 Sukoharjo during pandemic era based on the teacher and students' perspectives are that the application of this strategy aims to keep speaking habit program and activities going on even in the Covid -19 pandemic. The teachers make speaking material easy and simple according to students' abilities. So the teachers provide animation or video for distance learning methods. So it doesn't get boring. Besides, this program is helpful in English teaching. The teacher is able to know how the students' grammar mastery and observe the appropriateness between the concepts they have made in books and when they practice. Speaking habit program is also very helpful for students in learning and practicing English language in their conversation and it contributes to speaking improvement and speaking ability.

3. The strengths of speaking habit program namely *English Day* at MTsN 2 Sukoharjo are:
- First, the English teachers can improve their potency to achieve in conducting instructional material and as a result, it can fulfill students' need in encompass practice and present material, facilitator of communication between teacher and learner. Second, the variety of speaking material and activities in *English Day* can enlarge student's knowledge in teaching-learning engagement. The weaknesses are that the materials do not allow learner to progress at their own rate of learning. It does not allocate the different style of learning. In some speaking activities, teacher almost gets no hindrances to arouse the student's competency from two direction are higher than other. Moreover, There are student's characters that enable to manipulate their intensity to learn. Some students sometimes do not have self-confidence to share their thoughts. There are few students seem ask to their friend in doing the exercise.

B. Suggestion

In the current study, the researcher delivers some suggestions as follows:

1. The English teacher is a trigger of victorious aspect in English teaching. The position of teacher is not only transferor knowledge to the learner but also educator who gives suggestion, guidance, and motivation in student's self-confidence. Therefore, the diverse of activity, procedure, material and media should be created by the teacher in order to raise the students feel exited, comfortable, enjoyable and confident in learning, in this case earning speaking.
2. The English teachers and tutors should motivate the student to be more enthusiastic in the classroom engagement at speaking habituation program.
3. The similar method will make student feel bored, it will be better in delivering material by using different method, technique or approach.

4. The teacher ought to pay more attention in teaching methods. The internet network may be crowded sometimes so that the teacher should prepare alternative teaching plan. So, students can understand their task deeper.
5. The researcher hopes that the future researcher can develop study in other subject such of English teaching at elementary school, senior high school or college.