

CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION

In this chapter, the researcher showed the conclusion, pedagogical implication, and suggestion based on the result of research findings and discussion about the implementation of the teaching speaking skill at English Tutorial Program (ETP) at Muhammadiyah University of Surakarta. The researcher then gave opinions about English teaching and learning process in pedagogical implication in order to develop education in Indonesia and gave some suggestions for educational development addressed to the teacher and the other researchers.

A. Conclusion

The researcher illustrated a conclusion about the implementation of the teaching speaking at English Tutorial Program at Muhammadiyah University of Surakarta. Based on the observation, there were some types of classroom techniques used by the English tutor to develop students' speaking skills such as role-play, discussion, and games.

In teaching speaking, tutor used some stages to teach his students. Tutor organized them orderly. The two main procedures used by tutors in English Tutorial Program were PPP (*Presentation, Practice, and Production*) and ESA (*Engage, Study, and Activate*).

Based on finding, the tutors had two roles of the teaching speaking skill at English Tutorial Program at Muhammadiyah University of Surakarta. They were tutors as facilitator and tutors as assessor.

Based on finding, there were three roles of the teaching speaking skill at English Tutorial Program at Muhammadiyah University of Surakarta, namely: a) students as planner; b) students as member of group and learn by interacting with others; c) students as tutor of other the students; d) students learn from the tutors, other students, and other teaching resources.

Based on finding, the researcher concluded that there were some materials used by the tutors in English Tutorial Program such as book "Modul of English Tutorial Program 2" and "English Tutorial Program 1".

Thus the non-printed was an electronic book sent the day before the meeting.

The roles of instructional materials in English speaking skill at English Tutorial Program at Muhammadiyah University of Surakarta were as follow: a) as source of materials presentation (spoken and written); b) as source of activities for learners' practice and communicative interaction; c) as a reference source for learners' on grammar, vocabulary, pronunciation; d) as source of stimulation and ideas for the classroom activities.

From the observation done, the researcher concluded that in the implementation of the teaching speaking skill at English Tutorial Program (ETP), tutors used various classroom techniques. Each tutors had their own techniques. In the end of the teaching process, tutor wanted to improve students' speaking skill. To improve it, in conclusion tutor tried to make the class as a student-centered classroom.

B. Pedagogical Implication

When the researcher finished the observation about the implementation of the teaching speaking, the researcher found some information about teaching speaking skill in the context of tutoring program. Then, the researcher outlines pedagogical implications found during the observation.

1. The Importance of Preparing The Classroom Techniques

Preparing the classroom techniques was a major activity all tutors done before the meeting. It is not only applied on particular techniques, but also in any techniques used. The preparation for each technique was different. For example, in a discussion technique, the tutor prepared by sending the materials the day before the meeting via *whatsapp*. This was done to make students ready to discuss on the day of meeting. Then for game technique, the tutor prepared everything used in the game. For the subject we observed, he prepared lottery for game the day before he taught his students. The last is for role-play, the tutor really mastered every single step done. There was no pause

or blank space on the stages and for the addition, tutor prepared an *ice breaking* to break the situation that was not only breaking but also added student's vocabulary and their pronunciation.

2. The Variation of Teaching Techniques

There are many variations provided in teaching techniques. Those techniques had different characteristics and goal. In this research, the researcher found that there are three major techniques used by the tutor; they were discussion, role-play, and games. Discussion focused on aiming students' confidence in saying their statements. Role-play focused on building students' fluency in doing conversation. Games focused on decreasing students' pressure while learning.

C. Suggestion

After analyzing the data, the researcher gave some suggestions concerning with the implementation of the teaching speaking skill at English Tutorial Program (ETP): a naturalistic study at accounting department of Muhammadiyah University of Surakarta in 2018/2019 academic year. Based on the observation and interview, the researcher wanted to give some suggestion for English tutors and other researcher.

1. For English Tutors

Based on the researcher observation at English Tutorial Program, the researcher found that the classroom techniques which were used by the tutors were monotonous. The tutors only used three techniques in the teaching speaking skill such as discussion, game, and role-play. Tutor did not give more motivations to make students motivated in learning speaking skill.

2. For Other Researchers

This research was only limited on the implementation of the teaching speaking skill. This research required much information about teaching speaking skill from different perspectives. The researcher

suggested other researchers to conduct a research about teaching speaking skill for developing new techniques to improve students speaking skill especially in a country that saw English as a Foreign Language.