

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusions of the research based on the discussion presented before. The researcher also presents some suggestions as a contribution for English teaching and learning and also for further research.

A. Conclusion

On the basis of the research findings and discussions, the procedures implementation of Problem Based Learning method used in this study covered four stages, namely planning, implementing, observing, and reflecting. The step of Problem Based Learning, these are: Step 1: identifying and clarifying term presented in the scenario; lists those that remain unexplain after discussion. Step 2: Defining the problem or problem to be discuss; students may have different views on the issues, but all should considered; scribe records a list of agreed problems. Step 3. "Brainstorming" session to discuss the problem(s), suggesting possible explanation on basis of prior knowledge; students draw on each other's knowledge and identify areas of incomplete knowledge; scribe records all discussion. Step 4. Reviewing steps 1 and steps 2 and arrange explanation into tentative solutions; scribe organises the explanation and restuctures if necessary. Step 5. Formulating learning objectices, group reaches consesus on thelearning objective; tutor ensuring learning objectie are focused, achievable, comprehensive, and appropriate. Step 6. Private study (all

students gather information related to each learning objective). Step 7. Group sharing the result of private study (students identify their learning resources and share their results)

From the research results, the researcher can mention and describe some conclusions. The conclusions of discussion results are as follows: First, the implementation of problem based learning in teaching speaking showed the good result in terms of improving students speaking. The improvement can be improvement the student's speaking skill when they made group discussion from cycle 1 to cycle 2. It happened because there were only five students who got score up to 71. The percentage from the student in the classroom who has score of speaking skill was only 16, 1 %. Other students were not successful yet. In cycle 2, many students were understood more than before. Thus, all of students could be said success in the learning, because there were more 87, 1 % from all students who got more 71. Proven by the students speaking score progress and the classes mean score from cycle to cycle II increased. It means that the implementation of Problem Based Learning can develop students' speaking skill.

B. Suggestion

Based on the description of the research results, below are the several suggestions to be proposed: First, the English teacher can use implementation of problem based learning as an alternative way in teaching English especially in teaching speaking because there are many advantages by

using it. Second, in it make the students to be a leader in order to help other members. The last, the teacher has to remind the students to focus on their work and remind them about the rules in every activity. So they can spend their time that has been allocated by the teacher to discuss and accomplish the task very well.