

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and discussions based on research findings on chapter four and discussions on chapter five. The conclusions deal with the use of *Six-Step Interview* in improving the students' speaking skill. Furthermore, the suggestions are intended for having good quality in teaching speaking by using *Six-Step Interview*

A. Conclusions

The conclusions cover the procedures of *Six-Step Interview* and the students' improvement both of students' achievement and students' involvement in teaching and learning process.

1. The procedures of *Six-Step Interview*

The procedure of using *Six-Step Interview* in teaching speaking includes of six steps, called interview, interview, gossip, gossip, interview, and interview. The first and second steps are similar to the fifth and the sixth steps. Thus, they have the same name. Here is the clear procedure of *Six-Step Interview* strategy:

- a. Divide the class into a group; each group consists of four students
- b. The first step called Interview. Students in pairs: one Student becomes interviewer and one another student becomes interviewee.

- c. The second step called Interview. The students switch the role. Interviewer becomes interviewee, and interviewee becomes interviewer. The students are interviewing the same topic as the first step.
- d. The third step is called Gossip. The students turn a new partner. One act as sharer who shares and the partner as a listener
- e. The fourth step is called Gossip. The students switch the role. Students in pair: the listener to be sharer and the sharer to be listener. They share what they have learned.
- f. The fifth step is called Interview. Students in the same partner. Students in pair; one student becomes interviewer and one another student becomes interviewee. This step is similar to the first step.
- g. The students switch the role. Students in pair: interviewer becomes interviewee, and interviewee becomes interviewer.

2. The Students' Improvement

By implementing *Six-Step Interview*, the students' speaking skill and the students' involvement in teaching and learning process of the students of MA Hasauddin Jombang Tertek Pare Kediri are improved well. *First*, the percentage of the students' speaking skill achievement improved from the first to the second cycle. On the first cycle, the percentage of the students achieving the score greater than or equal to 75 was 50% (9 students of 18). Moreover; on the second cycle, the percentage of the students achieving the score greater than or equal to 75 was 72% (13 students of 18). It can be shown that there was improvement 22 %. *Second*, the percentage of the

students' involvement in teaching and learning process also improved. On the first cycle, it gained the mean of three meetings was 59.3% students were active in teaching and learning process. Meanwhile, on the second cycle the mean of three meetings was 76.3 % students were active in teaching and learning process. It can be shown that there was improvement 17%.

B. Suggestions

The strength of the use of *Six-Step Interview*, the researcher gives some suggestions in order to get the best result in teaching speaking. Hopefully, this strategy can be used an alternative strategy to improve students' speaking skill.

1. Choose the appropriate materials and use the interesting media
2. Divide the group heterogeneously because there was mixed students. It can be mixed on the students' achievement or sex. The students will cooperate to make their group to be the best group, thus; the students who have high achievement will help the students who have minor or low achievement in their group.
3. Give the reward for the students because it can encourage them to better than their friends. So, they will work hard for reach it.
4. Teach phonetic symbols, even phonemes to the students because most of students are unfamiliar to pronounce words correctly.