CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this study presents the conclusion and suggestion of the study. In addition, the conclusions deal with the result of the implementation of CLT on the speaking skill of the students of SMK PGRI 2 Kediri, the problems faced by the teacher in implementing CLT on the speaking skill, and the way the teacher overcome the problems in implementing CLT on the speaking skill. The suggestions contain some recommendations for teacher and further researchers.

A. Conclusion

This study was intended to obtain the information of the implementation of CLT on the speaking skill of the students of SMK PGRI 2 Kediri, the problems faced by the teacher in implementing CLT on the speaking skill, and the way the teacher overcome the problems in implementing CLT on the speaking skill. The finding shows that the teacher implements CLT in order to increase students' speaking and provides real-life situation and real communication with various ways such as ole play in pair, games, group discussion, and presentation. In addition, the pattern of CLT that implemented by the teacher in the classroom are; *Observing and Discussing, Questioning, Practicing and Communicating, and Evaluating.*

The teacher also emphasizes students-centered classroom through active and interactive activity in the class.

The teacher also does not always correct students' error and does not stick on grammar. It means that the teacher is more emphasizes language function and fluency rather than grammar, vocabulary, and accuracy. Besides, the teacher uses lesson plan and rubric speaking skill in the learning process based on the syllabus. The teacher also uses smartphone as the media and gives some questions, motivation or reward to the students as a feedback.

Moreover, the students carry out the students' role very well such as they participate a lot in the learning process and they use English with several tenses. Moreover, the teacher facilitates the communication process between all participants in the classroom, various activities and texts, so that the teacher implements the first teacher's role. Besides, the teacher does not act as an independent participant within the group which is the second teacher's role in CLT.

Furthermore, the teacher has a problem with time allocation or duration of teaching and learning process so that the teacher cannot implement all procedure of CLT in only one meeting. Therefore, the teacher implements the procedure of CLT which consists of 8 steps into 3 meetings in order to fix the problem in implementing CLT. The teacher believes that if 8 steps into one meeting, the learning process will be not effective.

B. Suggestion

Regarding to the conclusion above, there are some suggestions by the researcher for the teacher and further researchers.

1. Teacher

The English teacher is suggested to maximize the learning process in the classroom through various activities such as simulation, telling story, information gap, etc. It can be applied by the teacher in order to enhance students' speaking skill. Moreover, the teachers have to carry out the second teacher's rule because the teacher and students can interact more during the learning process. Besides that, the communication process between teacher and students can be maximized.

2. Further Researchers

This study is conducted in SMK PGRI 2 Kediri at eleven grade. The further researchers may investigate the implementation of CLT on the speaking skill in others school around the world because CLT can be applied at any level of education. Therefore, it can help the further researchers to conduct the research.

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