

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions of the study. The conclusions deal with the result of the research findings and the suggestions contain some recommendations for teacher and further researchers.

A. Conclusion

This study was intended to obtain information on the implementation of focus group discussions to improve students' speaking skills at MAN 1 Nganjuk, problems faced by students in implementing focus group discussions, and how students overcome these problems. In implementing focus group discussion, the findings show that teacher implements focus group discussion to improve students' speaking skills and provide real-life situations and real communication in various ways such as through group discussions and presentations. In addition, the focus group discussion implemented by the teacher in the classroom has three sessions, namely opening, exploration or discussion, and closing. During focus group discussion handled by moderator but after the moderator closed the discussion, the teacher still gave feedback to examine the extent of their understanding and to find out their speaking ability. The teacher also emphasizes student-centred classes through active and interactive activities in the classroom. The teacher also does not always correct students' mistakes and does not stick to grammar. That is, the teacher emphasizes the function and fluency of language rather than grammar, vocabulary, and accuracy. In addition, the students carried out the student role very well as they participated a lot during the discussion.

During the focus group discussion, students also faced various problems and how to solve them. Some of the problems faced by students such as being constrained by time allocation, lack of vocabulary, lack of confidence, problems with grammar, pronunciation, and nervousness in conveying ideas or opinion. In overcoming problems like the one above, almost all students used google translate to find out new vocabulary and how to pronounce it. According to the students, the implementation of focus group discussion besides being able to improve speaking skills was also very fun and also made it easier to solve the problem topics given by the teacher. Therefore, the teacher conducted focus group discussion to improve students' speaking skill in each learning material that emphasizes speaking skill.

B. Suggestion

Based on the conclusions above, the researcher hopes that this thesis can be useful for teachers, schools, and future researchers.

1. For teachers

The researcher hopes that the teacher will continue to develop suitable and effective strategies to be used in improving students' speaking skills, one of which is using the focus group discussion that the researcher has described.

2. For Students

Students must have high motivation in learning and need to practice speaking English more with their classmates. In addition, they should be able to take advantage of the discussions implemented by the teacher, so that their speaking skills can improve.

3. For School

The researcher hopes that the school can improve the quality of school facilities so that it will make it easier for teachers to teach with varied learning methods.

4. For the next researcher

In conducting research, one must be more careful in conducting similar research, especially in analysing data. Future research is expected to provide a better understanding of previous research and find something new from previous research.