

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents two parts, there are a conclusion and a suggestion. The conclusion part consists of concluding of this research and the suggestion part consists of suggestions based on this research.

A. Conclusion

Based on the research findings, the researcher concludes that the state Based on the research findings, the researcher concludes that the strategies are used in Mr Bob English Course in *Kampung English* like describing, discussing, drilling, storytelling, role-playing, oral-presentation, and rapping can help students progress in their English learning, particularly in their speaking skills. According to the research findings, all students who learned to speak made progress. Seven students were examined in this study. Three students are making slow progress, while the others are making rapid progress. The factor of student effort also influences learning outcomes in this increase. Their progress can be seen in the positive changes that have occurred in their speaking style. They were able to develop one to several levels using the speaking component as a guide. Starting with their confidence, which develops naturally. They are still too shy to speak in front of other people until they get used to it. Then their vocabulary grows on its own. They are able to apply new vocab in conversation after learning vocab using the drilling strategy. After that, the pronunciation is much better than it was before they took this class. Many of them, if not nearly all of them, pronounce words incorrectly in English. However, the tutor employs a strategy that encourages students to be more enthusiastic about their pronunciation. The tutor employs Rapping, which can influence the mood of the students Returning after they feel tired of the materials before.

The students' fluency contributes not only to their pronunciation but also to their overall performance. This is because they practise speaking every day, so they are consciously accustomed to English, even though not all students can speak fluently. They finally understand the conversation after some time has

passed. When they are creative, they can communicate and give each other feedback and ideas. The discussion group was extremely beneficial in helping them understand some of the material and problems they (individually) faced. They can learn from one another as friends. When the tutor issues a challenge, they can work together to solve problems. The last impact is that they can recognize English grammar. They will speak more clearly and orderly if they understand grammar. As a result, those who listen will have greater respect for capable speakers. Grammar is a very dense subject, especially for non-English-Basic students. They will be enhanced in learning grammar as a result of the strategy. Drilling is a strategy that, according to the researcher, affects grammar. Because this drilling focuses on students' memory, repeating the material will help them understand it better. The introduction of tenses, irregular verbs, certain gerunds, and certain infinitives is made easier as a result of the strategy drilling used in grammar teaching. Drilling is used with material that requires long-term memory and it is a pretty good strategy.

B. Suggestion

With the results of this study, the researcher suggests to:

1. Teacher

A teacher must be aware of the problems that students face, so teachers must select the appropriate strategy or method to pique students' interest in the lesson. The strategy must also be customized to the component. For example, if you want to teach grammar but use a spelling bee, you are not following the components being studied. Then, instead of settling for one strategy, try to be as creative as possible by conducting experiments with another strategy that is more up to date and popular with young people. Students will feel more at ease while learning and will progress as a result of their efforts. Drilling, discussing, describing, oral presentation, and rap are all strategies that researchers can recommend for teaching speaking. The strategies listed above can be used interchangeably according to the material and its component.

2. Students

For students who want to learn English quickly. Then they will find it easier to adjust to your new surroundings. Then, if something needs to be said, do not be afraid to say it; if you do not dare to share it with your teacher or tutor, share it with friends who are also studying. Discussing with friends who are also studying English will increase your frequency, allowing you to exchange ideas and even assist each other in learning. They will be more motivated to learn as a result. Because, in general, learners will develop together in a course environment. If you intend to study in courses, you must dedicate your full attention to learning. Because learning English is a competitive environment. as well as students will compete in learning.

3. The next researcher

The researcher illustrates some of the issues that arise when teaching public speaking. The researcher then wanted to discuss the strategy employed, which is by speaking. Following that, the impact results from the implementation of the discovered strategy. As a result, researchers have some innovative information about which strategy is best suited for use with students. Future researchers may be able to look for speaking problems encountered by students, in addition to strategy, so that future problems can be overcome and students can gain the effectiveness of learning speaking in the future.