

Chapter V

Conclusion and Suggestion

This chapter consists of two parts, conclusion and suggestion. This research has been developed by the researcher at SMPN 1 Telaga, Gorontalo regency. The researcher focuses on students' speaking worksheet as one of the learning materials in the classroom.

Conclusion

The conclusion is divided into four parts. They are students' responded background, target needs, learning needs of seventh grade students of SMPN 1 Telaga, and the developing of students' worksheet for speaking skill at seventh grade students of SMPN 1 Telaga

Students' responded background

In order to develop the students' speaking worksheet, the first thing to do is analyzing the students' need. There are three parts in analysing the students need. The first is the students' responded background. The students' responded background includes the students' English learning experience. Based on the result, the students have a lack experience in learning English especially in speaking. Moreover, most of the students admit that their English proficiency level is average.

Target Needs

The next part in analysing the students' need is target needs. In the target needs, there are four aspects that the students should answer in the questionnaire.

They are, goal, necessities, lacks, and wants. Based on the result, the students' goal in learning English speaking is to be able to communicate with foreigners. Then in the necessities, the students respond towards their speaking performance in detail. Most of the students are able to communicate with people within some topic and situation even though they cannot speak it fluently. While in the lack aspect, most of the students admit that they are lacking in speaking fluently. Lastly, in the want aspects, the students want to communicate with the right grammar.

Learning Needs

The last part of the need analysis is the target needs. There are five parts of the learning needs; they are input, procedure, setting, students' role, and the teacher's role. Based on the result, the students want to have dialogue and role play as the type of task in the classroom. Moreover, the students want to have the dialogue and role play in a big group as the procedure in doing the task. Thus, in the setting part of learning needs, the students want to take some note first before doing the task. Moreover, in the student's role and teacher's role part of target needs, the students expect their role and the teacher role is more active in the classroom.

Developing Students' Speaking Worksheet at Seventh Grade Students of SMPN 1 Telaga

In developing the worksheet, the researcher used theory from Borg and Gall (1983). There are 10 steps; 1) research and information collecting, 2)

Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Product Field Testing, 9) Final Product Revision and 10) Dissemination/Implementation. But, the researcher only used six steps, they are: 1) research and information collecting, 2) Planning, 3) Develop Preliminary Form of Product, 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing.

The developing of students' speaking worksheet has been evaluated, revised and tried out in the classroom. The result was the students very motivated in learning speaking English, they are active in teaching and learning process because they never have English speaking worksheet that compiled in a book before. The teachers are supported and very grateful because students' speaking worksheet because it can help them easier to teach the students and can reduce the student's problem in learning English speaking.

Suggestions

English Teachers

This students' speaking worksheet can be used as the materials to teach the students in the teaching and learning process especially in speaking. This book aimed to improve and enhance the students' speaking skill. Teachers can use the students' speaking worksheet as the guide to give some kinds of tasks. The teachers also should explain to the students about what they are going to do or practice in each unit based on the basic competence and aim of learning.

Other researchers

The students' speaking worksheet was developed for seventh grade students of SMPN 1 Telaga based on the constructivism learning theory. It consisted of various types of tasks which based on the constructivism learning stages by Driver and Oldham (1986) as cited in Matthew, 1994. p, 143. Furthermore, the worksheet is also based on the students' need in need analysis. Moreover, other researchers are expected could make more interesting, innovative and effective learning materials with different theme, activities, especially in the worksheet. By conducting the needs analysis, other researchers are expected to know the needs and interests of the students in order to make it relevant.

REFERENCES

- Alharbi, A. Heba, (2014). *Improving Students' English Speaking Proficiency in Saudi Public Schools*. International Journal of Instruction Vol. 8, No. 1 Jan 2015.
- Al Hosni, Samira, (2015). *Speaking Difficulties Encountered by Young EFL Learners*. International Journal on Studies in English Language and Literature(IJSELL) Volume 2, Issue 6, June 2014, pp. 22-30.
- Andarika, N, (2014). *Pengembangan lembar kegiatan siswa (LKS) berbasis inkuir studi kasus pembelajaran di kelas X SMAN 6 Metro tahun pelajaran 2013/2014*. Universitas Muhammadiyah Metro.
- Arbain, M. (2014). *A descriptive study on the teaching of speaking skill at the eleventh grade of SMAN. 4 Banjarmasin*. Language-Edu Journal of English Teaching and Learning, 3(1), 59-67.
- Bhattacharjee, J. (2015). *Constructivist Approach to Learning—An Effective Approach of Teaching Learning*. Faculty, Vivekananda College of Education, Karimganj, Assam, India.
- Brown, H.D. (1994). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Burns, A., & Joyce, H. (1997). *Focus on speaking*. Sydney: National Center for English Language Teaching and Research.
- Deri, Ovalis Diana. (2015). *Pengembangan lembar kerja siswa pembelajaran learning cycle 5E materi pengelolaan lingkungan di SMPN 11 Semarang*. Universitas Negeri Semarang
- Hutchinson, T, Waters, A. (2004). *English for specific purposes*. Cambridge University Press
- Izadpanah, S. (2010). *A study on Task-based language: from theory to practice*. Islamic Azad University of Zanjan Branch, Islamic 45139-76615, Iran
- Kasih, Y. (2016). *Pengembangan lembar kerja siswa menggunakan model pembelajaran berbasis masalah mengacu kurikulum 2013 pada subtema cara menjaga kerukunan untuk kelas V sekolah dasar*. Universitas Sanata Dharma: Jogjakarta.
- Matthews, Michael R. (1994). *Constructivism in science education*. School of Educatio Studies: University of New South Wales.

- Mirizon, S, Yunus, M. (2008). *Kesulitan dalam pengembangan dan penulisan materi ajar bahasa inggris dalam menerapkan kurikulum tingkat satuan pendidikan*. Forum Kependidikan: Volume 28, Nomor 1, September 2008.
- Nunan, D. (2003). *Practical English Language Teaching*. NY:McGraw-Hill.
- Nunan, D. (2004). *Task based language teaching*. Cambridge University Press.
- Palmer, D. (2005). *A motivational view of constructivist-informed teaching*. International Journal of Science Education: Vol. 27, No 15. University of Newcastle: Australia.
- Rohadi, I. (2013). *The effectiveness of the role play on speaking ability of the seventh grade students of MTsN Kediri II*. Language-Edu Journal of English Teaching and Learning, 2(3), 451-458.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge:Cambridge University Press.
- Richard. J.C (1986). *Approach and Method in Language Teaching*. Newyork: Cambridge University Press.
- Robinson, P. (1980).*ESP (English for Specific Purposes)*.Oxford: Pergamon.
- Setyaningsih, N. (2012). *Pengembangan perangkat dan model pembelajaran berbasis konstruktivis mata kuliah statistika melalui pendekatan lesson study*. Universitas Muhammadiyah Surakarta.
- Thalib, Rasuna (2017). *Pengembangan buku ajar bahasa inggris berbasis ESP materials melalui pendekatan lesson study*.Universitas Negeri Gorontalo.
- Ur, P. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Tomlinson, B. (2003) *Developing Materials for Language Teaching*. Printed and bound in Great Britain by Cromwell Press, Trowbridge, Wiltshire.
- Trisnaningsih, Hasyim, et. Al. *Pengembangan bahan ajar “worksheet” untuk peningkatan keterampilan berbicara bahasa inggris siswa SMK*. Bandar Lampung.