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 develop for seventh grade students of SMPN 1 Telaga based on the constructivism learning theory. It consisted of various type 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 researcher 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


Trismaningsih, Hasyim, et. Al. Pengembangan bahan ajar “worksheet” untuk peningkatan keterampilan berbicara bahasa inggris siswa SMK. Bandar Lampung.