

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer presents the conclusion and suggestion based on the result of the study.

5.1 Conclusion

After doing some procedures in analyzing the data collected during the research, the researcher determined the conclusions based on the result of data analyzing. They are follows:

1. The use of prepared talk technique in teaching speaking is effective for the eighth grade students of SMPK Saint Joseph Kupang in the school year 2017/2018.
2. The improvement of speaking skill of the eight grade students was getting better after being taught using prepared talk and there were significant differences in the results of teaching speaking by using Prepared Talk and without Prepared Talk. The level of students' speaking skill in the pre-test is **Elementary (2.7)** while in the post-test one, the level students' speaking skill is **intermediate (3.8)** and in the post-test two, the level of students' speaking skill is **advance (4.25)**. Pre-test was given after students had been taught the material without prepared talk technique and the post-test was given after they were taught about the material through prepared talk.
3. The way of prepared talk technique being used to improve speaking skill of descriptive text of the eighth grade students of SMPK Saint Joseph Kupang in

the school year 2017/2018 is through giving them topics and asking them to choose the topics, giving them chance to elaborate their ideas based on the topic given, then presenting the topic. There is feedback between the presenter and the listener after presentation, Not only that but the researcher helped them by giving the treatment during the process of teaching and learning, giving motivation and support in doing individual presentation in front of the classroom.

4. Additional findings:

1. In making descriptive text on a topic without preparation students were afraid to present their ideas but after preparing students were courageous to present and by giving chance for the students to ask and answer the question, they were more active to create their idea about descriptive text of a topic chosen.
2. In making descriptive text without the prepared talk technique, students could not organize well their ideas accurately but after using prepared talk technique, the students were enthusiasm and they could organize well their ideas accurately.

5.2 Suggestions

Even the result of using prepared talk on descriptive text of a topic is effective for the eighth grade students of SMPK Saint Joseph Kupang, but there were some difficulties still faced by the students. Therefore, the researcher would like to offer some suggestion as follows:

1. The English teacher should allocate more time for the students to speak by giving whatever topics or subjects. The English teacher should give the chance

for the students to prepare their ideas before making the presentation and after presenting, the English teacher should give feedback or answer and question between presenter and the listener, so the students can be more active in delivering their ideas.

2. The English teacher should be more serious in helping the students to improve their speaking skills in four aspects; pronunciation, grammar, vocabulary, and fluency.
3. The school should provide sufficient English books as the resources in order to enhance students' speaking skill.

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