V. CONCLUSIONS AND SUGGESTIONS

After conducting the research, presenting the results and doing the analysis, the conclusions and suggestions are presented in this last chapter.

5.1 Conclusions

Referring to the result and discussion on findings on the previous chapter, the writer comes to the following conclusions:

1. Based on the self reflective teaching done, the researcher who did teaching had implemented the whole five elements underlying Student Team Achievement Divisions (STAD) technique in her speaking class at the tenth grade students of SMA N 14 Bandar Lampung which were directly observed by the English teacher. Most elements were represented orderly. It was showed by the flow of the teaching learning process itself. The teacher managed the whole process of teaching learning based on what had been prepared on the lesson plan and made her plans ran effectively by providing worksheets as a trigger to students. The teacher had employed the five elements of STAD in speaking class successfully although not all components got successfully point. At the last treatment, almost all component of STAD technique could fulfill the criteria of a good level on the students' involvement. At class presentation, teams, quizzes, individual improvement

scores stage reached more than 75% on students' involvement, while team recognition stage only reached 40% on students' involvement in speaking class.

2. From the result of students' questionnaire, most students gave positive responses toward the implementation of STAD technique in speaking class. All of students felt happy during the implementation of STAD technique and most of students claimed that they were involved in teaching learning process.

3. Based on students' opinions in interview section, some speaking problems students encountered in the implementation of STAD technique:

    a) Problems at class presentation stage

        • Understanding the teacher's explanation

        • Responding question from teacher

    b) Problems at teams stage

        • Comprehending the discussion in group

        • Sharing his/her idea to finish the worksheet

    c) Problems at quizzes stage

        • Getting the meaning of question given

        • Answering the question hesitantly

        • Looking for some appropriate words

        • Pronouncing some English words

        • Arranging the correct sentences to answer question

5.2 Suggestions

Based on those conclusions, the writer would like to propose some considerable suggestions as follows:

1. Considering the conclusions above, it is recommended to the English teachers to use Student Team Achievement Divisions (STAD) as a technique to teach speaking skill since this technique could maximize the students' English speaking skill and minimize the teacher's talk time.

2. To decrease the problems of speaking appeared during the implementation of STAD technique, the writer gives some solutions. In term of comprehensibility, the teacher should construct the background knowledge of the students optimally. So, besides giving the graded questions more, the writer suggests that the teacher can give another interesting media besides picture to bridge the topic, for example presentation by using video or realia in order to motivate students' interests and attentions. Whereas in term of vocabulary, the writer suggests that the teacher can introduce the students about new vocabularies first or give them a list of difficult vocabularies related to the topic discussed in that day. It functions as an escort which will help them to discuss the topic easier. While the rest, pronunciation, grammar and fluency will be better automatically if they hear the English more and trained to speak English continuously.

3. The writer advises that the English teacher or other researchers who are intended to conduct the similar research should implement each element

underlying STAD technique well. The time allocation have to be considered in administering this technique especially on the teams and quizzes stages. In addition, the teacher should create highly good preparation of the material as well as the media before implementing this technique because it determines the success of teaching learning process. Then, the teacher should control the whole activities done by the students, so the class will not be a lot noisy.

4. Student Team Achievement Divisions (STAD) technique is applicable in teaching speaking that is integrated with other skills, such as listening, reading and writing. For further research, it is suggested to still focus on applying STAD technique in speaking class at any different level of students with different text or material which is suitable on its level.