CHAPTER V

CONCLUSION AND SUGGESTION

In reference to the result and discussion of the research, the writer tried to give conclusion and suggestion as follows:

5.1 Conclusions

1. Supply the word technique was applicable to improve the students' English achievement especially speaking in class VIII A,improve from cycle 1 with score 24 or 66.67% to cycle 2 with score 30 or 83.33%. By constructing the students' previous knowledge (entry behavior) with the new one, stimulating them in inquiry process and providing the suitable materials which was related to the real world situation, the implementation of supply the word technique successfully improve the students' speaking achievement.

2. By implementing supply the word technique, the students became more active to follow the class and they became enjoyed much in learning speaking [see appendix 4].In addition, it must have stimulated the students to be active in teaching learning process and the interaction between students to students, or even the students to teacher.

3. Supply the word technique contributed a positive effect toward teacher's teaching performance in the class.The improving from cycle 1 with score 73 to cycle 2 with score 81. Since supply the word technique was used and it would easily interest the students' attention and participation.

5.2. Suggestions

Based on the conclusions above, the following recommendations were put :

1. For the teacher in general and particularly SMPN 1 Negerikaton that wanted to improve the learning product, especially students' speaking achievement, by implementing supply the word technique should be able to construct the students' knowledge (entry behavior) based on the students' real world situation before going deeper to the materials. Besides, the teacher should be able to create the interesting materials, of course, based on real situation. Since it would ease the students to make a connection between the materials being taught with their previous knowledge.

2. In improving students' activity in teaching learning process, it is\\ suggested for the teachers to know well each student's ability in the classroom. Because it was very useful for dividing students in learning community. Additionally, in correcting students' error, it was better for the teacher to use peer correction first than direct correction. Because some students were afraid of making mistake. Besides, the interaction would be more active through peer correction.

3. The teacher should motivate students to be active in the classroom by giving them the activities that could stimulate interaction and supply some vocabularies related to the topic of speaking.