

CHAPTER 5

CONCLUSIONS AND SUGGESTION

This chapter will draw conclusion of this research and cover some suggestion for future researches with similar topic and coverage. This chapter is divided into two subchapter: conclusion and suggestion.

Conclusion

As discussed in chapter 1, English as foreign language taught in Indonesia is one of the reasons why most of students find difficulties in practicing English speaking due to lack of good speaking task criteria as suggested by Thornbury (2005) (Lauder, 2008). One of present methodologies that meets the appropriate speaking task criteria is PBL. For this research, senior high school students, which were the participants, fitted the research in which one of their teaching material according to syllabus interpretation is analytical exposition.

According to data obtained mainly from videotaped observations with the researcher analysis on real research time and the interview, this research draw conclusions that answer the formulated research question, which is how PBL implementation in teaching analytical exposition text improve students' speaking skill.

The first conclusion is that PBL implementation in teaching analytical exposition text improves students' speaking skill, proved by speaking aspects improvement adopted from Hughes (2003) which are grammar and sentence structure, vocabulary, fluency, comprehension, and the accuracy of pronunciation.

The second conclusion is speaking aspects improved. Six speaking aspects chosen as the objects of improvement in this research were sentences structure, fluency, vocabulary, pronunciation, comprehension, and grammar. Sentence

structure was significantly improved. Fluency was significantly improved. Vocabulary mastery was significantly improved. Pronunciation was not significantly improved. Comprehension was significantly improved. Grammar was not significantly improved.

The third conclusion is related to rational why students' speaking skill are improved through PBL implementation in teaching analytical exposition text. PBL implementation in teaching analytical exposition text used in this research consisted of 18 speaking activities merged in PBL package from among 21 speaking activities suggested by Thornbury (2005), Brown (2001), and Kayi (2006, as cited in Maulany, 2013).

The speaking activities used in this research are: informal chat, giving instruction, modelling, class discussion using video cued, question and answer, giving opinion and arguments, debate, paraphrasing by teacher, giving feedback, group discussion, pronunciation practice, presentation, data cued speaking, data cued speaking, interview, and role-play.

Each activity helps help to improve some speaking aspects: (1) informal chat helps to improve sentence structure and fluency, (2, 3) giving instruction and modelling help to improve sentence structure, vocabulary, pronunciation, and grammar, (4) class discussion helps to improve sentence structure, fluency, pronunciation, and grammar, (5) video cued speaking helps to improve sentence structure, fluency, and vocabulary, (6) question and answer help to improve sentence structure, fluency, and pronunciation, (7, 8) giving argument and opinion help to improve fluency, vocabulary, and comprehension, (9) debating helps to improve fluency and comprehension, (10) paraphrasing helps to improve sentence structure, vocabulary, pronunciation, and grammar, (11) giving feedback helps to improve sentence structure, pronunciation, and grammar, (12, 13) group discussion and presentation help to improve fluency, vocabulary, and comprehension, (14) pronunciation practice helps to improve pronunciation and vocabulary, (15, 16) data cued and picture cued speaking help to improve fluency,

vocabulary, and comprehension, (17) interview helps to improve fluency, and (18) role-play helps to improve vocabulary, fluency, and comprehension.

Suggestions

This research has many limitations. Therefore, suggestion for future researches with similar topic are presented here. The suggestions are divided into three parts related to flaws found in this research.

Firstly, in term of instrumentation, PBL exploration using qualitative design needs observation as the main instrument. However, the researcher role in observation was an observer as participant, which means role of researcher is known. The disadvantage of this kind of observer is that the researcher may not have good attending and observing skill (Creswell (2009)). That is why in this research the whole sessions were videotaped. However, in videotaping process technical errors used to occur (like limited storage and battery life of camera) and some sessions were lost. Thus, it is suggested to prepare primary camera and secondary camera to anticipate technical errors. Besides, two cameras may give additional data to analyse since it can record from different angle of the research site.

Secondly, in term of time allotment, PBL implementation has many stages as Richard and Renandya (2011) suggest. Unfortunately this research time allotment was very limited due to unfeasible condition of the school; it only took four meetings. To anticipate limited time, this research put some stage in one meeting and made the stages shorter. The effect of this was that some speaking aspects, that are supposed to be improved, were improved significantly. For that reason, in further PBL research, time has to be allotted sufficiently according to what is being suggested by experts.

Thirdly, in term of PBL exploration, there should be many things to explore besides speaking skill. Critical thinking skill is another major object study in this research. However, due to limited data gained and time, this research only

discussed speaking skill improvement. For further similar research, critical thinking is supposed to be explored to present wider research scope.