

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter draws the conclusions of the research and delivers some suggestions for further research. The conclusion parts are drawn from the results of the research findings and discussions. The next part is suggestions for English teachers in teaching speaking and for further research relating to the implementation of the 2013 curriculum.

1.1 Conclusions

5.1.1 Teachers' Competence in Teaching Speaking Based on the 2013 Curriculum

Based on the findings that has been presented in the previous chapter, the comparison of teachers' suitability and competency in teaching speaking in the 2013 curriculum can be determined. It can be concluded that MRS. A has a better understanding in applying the 2013 curriculum in teaching speaking than MR. B It is proved by the steps of teaching speaking employed by MRS. A namely observing, questioning, experimenting, associating, and communicating. MRS. A implemented every step that existed in the lesson plan. Besides that, in terms of teaching speaking, MRS. A also able to employ some principles and strategies like giving instant grammatical-error correction, giving an instant pronunciation error correction and getting students' attention. MRS. A competence in employing the principles and strategies are reflected by students' involvement in classroom activities, and the development of students' speaking ability which is the result of the learning itself. And for the last, in terms of lesson planning, the content of the lesson plan made by MRS. A also meets the specific elements mentioned in the Decree of Minister of National Education No. 65/2013, which consist identity, core competence and basic competence, objective and indicators, learning materials, learning activities, instructional media, and, assessment tools. In addition, MRS. A also able to apply the component of the lesson plan in the teaching-learning process in the classroom.

Meanwhile, MR. B performance in teaching speaking in 2013 curriculum was not very impressive. MR. B also employed the steps of teaching in 2013 curriculum in his lesson plan, but MR. B also missed questioning step in the actual teaching and learning process. It can be seen from the findings on chapter IV that MR. B did not give the students the opportunity to ask

questions, hence MR. B missed the questioning step. In terms of teaching speaking, MR. B did well in applying the principles and strategies proposed by Brown (2001). MR. B created a pleasant and supportive atmosphere in the classroom in order to keep his students motivated in the learning. It is reflected by the learning results in the end of the lesson that the students are able to make sentences related to present continuous tense and practice them. And for the last, in terms of lesson planning, MR. B made a lot of mistakes in writing and applying the lesson plan. In writing, MR. B missed one of the important components of the lesson plan, namely the objective of the lesson. The lesson plan did not meet the standard of designing a lesson plan because specific elements mentioned in the Decree of Minister of National Education No. 65/2013 can't be found in the MR. B lesson plan.

5.1.2 The Problems Encountered by the Teachers in Teaching Speaking Based on the 2013 Curriculum

Another conclusion of this study is the existence of problems faced by the teachers in teaching speaking based on the 2013 curriculum. Those problems were caused by four factors namely: (1) Students, (2) Facility, (3) Time, and (4) Teachers itself. Firstly, the problems caused by students are the lack of motivation in learning English and the excessive number of students in one class. To cope with those problems, teachers usually use an interesting and motivating technique to keep the students motivated in learning English, and regarding the number of students, the teacher suggested that it is not possible to reduce the number of students in public school. Secondly, facility also one of the factors that caused problems in teaching, speaking based on the 2013 curriculum. Regarding this, selecting and utilizing the instructional media has been the main problem for the teachers. To cope with the problems, teachers used several strategies. In terms of using the instructional media, the teacher gives effort by preparing a back-up instructional media. Furthermore, in order to enable the teacher in using instructional media, especially the one with high technology, the teacher asked for special training or workshop for utilizing media by certain party. Regarding selecting the instructional media, the teachers are using available instructional media in the school. Thirdly, limited time also one of the problems that hamper teachers in teaching speaking based on the 2013 curriculum. The challenge for teachers is to make the learning as effective and efficient as possible. The strategy used by

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teachers to solve this problem is by making good use teachers talking time by asking a lot of questions to the students and initiating natural conversation to make the students become comfortable is speaking English. The last factor is coming from the teacher itself. Teachers' unavailability in doing their role as a controller and planner is the main issue in this problem. In order to cope with the problem, teachers need to have a good class management skill and the experience in facing unforeseen circumstances which not written in their lesson plan.

1.2 Suggestions

The explanation about teachers competence above suggested that one of the teachers need to improve his ability in teaching speaking based on the 2013 curriculum. Lack of understanding in teaching can be fatal for teachers and for students. The consequence that follows can be unattainable objectives or completely negated the meaning of learning itself. So, it is important for teachers to improve their knowledge and understanding in the 2013 curriculum. Regarding this, training for the teachers in implementing steps of teaching based on the scientific approach existing in the 2013 curriculum and training in designing lesson plan have to be attended by teachers. However, in teaching learning activity, teachers should pay attention to the steps and principles referring to the teaching activity and designing lesson plan. It, somehow, determines whether or not the students' learning is successful.

Next is suggestion for the government or responsible party, in this case, Education office. As the teacher said that the government or other responsible parties have to add learning hour from two becomes four hours per week as it existed in the previous curriculum. Because of the limited time provided by the minister, the students cannot fully understand the materials and develop their skills in English.

Last is for the further research. Since the study involved a small number of participants and it was conducted only in a few meetings. It is recommended that a future study will involve a large number of participants. It is also hoped that next study will reach a bigger scope of the 2013 curriculum, for example, the 2013 curriculum workshop for teachers.