

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

There were two conclusions since the researcher stated two statements of the problems, they were: (1) the implementation of survey class technique in teaching speaking at the fifth grade of SD YPI Darussalam Cerme and (2) the students' response to the implementation of survey class technique in teaching speaking at the fifth grade of SD YPI Darussalam Cerme.

For the first statement of the problem about the implementation of survey class technique in teaching speaking fifth grade of SD YPI Darussalam Cerme, the researcher concluded that the implementation as follows; first, the teacher reviewed the material about the selected theme which had been explained in the previous meeting. Second, she made the table on the whiteboard that consisted of some questions items. Students should use it to ask their friends. Then she asked students to copy that table into their notebook, after they finished copying that table, the teacher gave an example about the way to excuse, ask and answer the questions. Then she drilled students for 10 minutes until they understood the pattern in asking and questioning. Next the teacher explained the rules of the activity to the students. She explained what they had to do in doing survey class activity. Next, she also explained the rules of the activity to students.

After students were ready with their notebook and the rules, the teacher let students milled around to ask ten of their friends that must consist of five boys and five girls. While students were doing the activity, the teacher checked students'

understanding and helped the students who had difficulty in the survey class activity. Moreover she also gave score to the students. Then she asked students to submit their work when the time was up. Finally she asked some students to present the result of the activity.

Based on the finding, steps of the implementation of survey class technique in teaching speaking at the fifth grade of SD YPI Darussalam was the same as the steps in the related literature. However, the teacher added some steps in the first activity, they were: first, she reviewed the previous material, then she drilled the students about the way excuse, ask and answer questions, after that she emphasized the students' rules in doing the survey class activity. She did those steps in the first because she wanted to strengthen the material and prepare students to be ready before doing the main activity in survey class. Those were very essential steps especially for young learners. They needed to be drilled in order to know the vocabulary and the pattern of asking and giving questions before they doing the survey class activities.

Therefore, the rest step were: students prepared survey type questions, next, teacher let students milled around, after that students had to ask questions and noted the answer, and collate their result of the activity. The result of the activity was same as the related literature above.

For the second statement of the problem, it is about the students' response to the implementation of survey class technique in teaching speaking at the fifth grade of SD YPI Darussalam Cerme. Almost of the students showed their positive responses to the implementation of survey class technique in learning speaking. They were keen and interested to do the survey class. They liked to move

everywhere and dig information from their friends. However, there were two students who still stayed in their table; they looked so confused when they saw their friends moving everywhere. When their friends asked them, they refused to answer. Then the researcher asked the teacher "what was actually happened to them?", teacher said that those two students were transferred students from Kalimantan. The researcher summarized that those students had cultural shock with the learning environment because there was the difference of learning environment. Moreover, they had low ability in English, so it was hard for them to follow students' learning rhythm. It was only negative response that occurred in the implementation of survey class technique. However, by using survey class, they could share their idea, opinion and personal interest. This activity also promoted students' confidence and independence as an individual.

Most students gave positive response toward the teacher's instruction, it could be seen that students understood teacher's instruction when she reminded them the rules in doing survey class activities. However, some students gave negative response when the teacher gave rules in survey class activity. When the teacher implemented the survey class technique for the first time, the male students were objected to ask the female students, so did the female students, they were reluctant to ask the male students. But for the second and the third meeting they did not reluctant to ask again

Moreover, some students had various thinking and opinion when the topic given was close to the students' personal interest. They also gave good response for it. It meant that they develop their critical thinking while they were doing this survey class activity. However, it gave students' reason to speak.

In the first and the second meeting, the researcher still found that most students were eager to speak, but they had problems related to the topic that day, so that it made students often confirmed their answer to the teacher before they delivered the answer to their friends.

In order to fulfill the worksheet students had to be independent in doing the survey class. Moreover students became more confidence in presenting their survey. They spoke confidently without being intimidated by the teacher, even they was being scored due to students' performance by the teacher. Moreover, they could do presentation confidently than before.

## **5.2 Suggestion**

### **5.2.1 For Teachers**

After conducting the study, the researcher will give recommendations for the English teacher, they were: first, the teacher should have competence in speaking English, it is including good pronunciation, intonation, clarity because the students will imitate what the teacher said. Therefore, the teacher should be good model for the students. Second, the teacher should apply survey class technique with different and various topic, so she is able to increase students' ability in speaking skills. However, the teacher should be creative to find an interesting topic because student's response toward that activity depends on the topic.

### **5.2.2 For Further Researchers**

The researcher hopes that there will be other researchers who observe and conduct another research in the same field or study with different subject or other kinds of skill. Therefore, this research was only conducted in elementary stage. This result cannot be generalized to other education stages. It will be better if this research is continued in the other stages of education such as in junior high school or senior high school. Hopefully, it could be continued in order to see the effectiveness of survey class technique.