

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the study and some suggestions. The conclusions are based on the results of the study. Meanwhile, the suggestions are recommended for the English teacher and the future researcher, particularly for those who are involved in teaching speaking.

5.1 Conclusion

Based on the research finding, it was concluded that:

- 1) The implementation of Round Robin Brainstorming strategy could improve students' speaking in conveying the ideas based on the problem topic. The obligation of sharing ideas in turn forced them to speak up so time by time they were habited to speak based on their opinions. Besides speaking without interruption made them confident and brave to speak openly. The discussion helped them in sharing their knowledge because in this chance, the students could evaluate each other based on their prior knowledge. The presentation stage trained their bravery in speaking to the more audiences.
- 2) The implementation of Round Robin Brainstorming strategy could improve students' participation and motivation in learning speaking skill. The students looked enthusiastic in joining all activities during teaching learning process although in every meeting. the researcher found some problem happened but it reduced day by day.

The conclusion was specified into three points: the mayor stages in Round Robin Brainstorming strategy, the strengths and the weaknesses of the strategy.

5.1.1 The Major Stages in Round Robin Brainstorming Strategy.

The researcher implemented the strategy in whilst teaching stage. The activity before going to the main Round Robin Brainstorming activity was sharing the task which must be done through Round Robin Brainstorming strategy. In this stage the teacher explained clearly on what the students should do to finish the task. It was important stage because it was the first stage that helped the students to go to the next activity and it brought them to the good achievement in final stage.

The next activity was applying Round Robin Brainstorming strategy. In this stage, the students had to speak up for finding many opinions based on the topic given. They spoke in turn started from the right side student of recorder continues to the next student until the all members of group had already shared their ideas. This stage could be done many cycles until there was not idea shared again. This stage helped the students to think fast and to find solution based on the problem because the next student waited for the turn. In a cycle the student could share only one idea so that the cycle could be done many cycles.

The next activity was discussion stage. The students had chance to discuss and evaluate the all opinions shared. It was important stage because the students interacted each other. In the previous stage, the students neglected their friends shared opinions freely whether right or wrong/ based on the topic or not. But in this stage, they permitted to argue the opinions shared and asked the explanation

of unclear ideas. In this stage, the students showed their prior knowledge each other to produce the final decision; which the best answer was.

The next activity was concerning on the presentation stage. In this stage, the recorder of each group had to present the result of discussion to the class while the audiences from other groups should argue on the presentation. It was aimed to train their critical thinking on the performance of the presenters.

5.1.2 The Strengths of Round Robin Brainstorming Strategy

In relation to the implementation of Round Robin Brainstorming strategy, some strengths of the strategy are gained. Firstly, Round Robin Brainstorming strategy could help the students to increase their awareness of speaking ability. The students would find that their selves had ability of speaking but it was never trained. When they practice more in speaking, they would master it. It would be their difficulty as long as they never tried to speak. In the contrary, they would learn and solve the difficulty in speaking when they practice speaking more.

Secondly, Round Robin Brainstorming strategy also increased their motivation to get involved in the classroom activities. The implementation of the strategy gave them challenges to participate actively during teaching learning process.

Thirdly, Round Robin Brainstorming strategy could improve students' speaking skill. It was effective especially in giving opinions or arguments based on the problem happened. It was proved by the result of the research where this strategy was effective in the speaking test.

5.1.3 The Weaknesses of Round Robin Brainstorming Strategy

The weaknesses of Round Robin Brainstorming strategy applied were drawn as follows. Firstly, it was difficult to apply for the students who have low ability in speaking without preparation. Secondly, this strategy did not give similar chance for the students to speak. Each student in group did not have similar time in speaking. Some students spoke more time while some did in short time.

5.2 Suggestion

Based on the strengths and the weaknesses of the implementation of Round Robin Brainstorming strategy in teaching speaking skill, some suggestions are given to follow up the result of the study. First, the suggestion is addressed to the English teachers, particularly those who teach English in MA Darut Taqwa Suci in order to be able to apply Round Robin Brainstorming strategy effectively, it is advisable for them to consider the mayor stages mentioned above and always give the students chance to prepare what they want to speak

Moreover, it is also suggested that the English teachers should limit the time for every student to share ideas in order they have similar chance in speaking so they can learn speaking effectively.

Finally, a suggestion is also addressed to future researchers, especially those who are interested in applying Round Robin Brainstorming strategy. Here they are suggested to prepare deliberate planning before conducting a similar study because the success of the study depends on both organization of the

material and also the implementation of the teaching, deliberate planning should be conducted.