

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter present the conclussion and suggestion on the use of the syllabus developed in this study.

5.1 Conclusion

From the previous chapter, it can be concluded that:

1. The curriculum of English teaching and learning at SD Muhammadiyah 2 Gresik focus on speaking skill.
2. Most the students of the third grade at SD Muhammadiyah 2 Gresik choose speaking as the priority skill in English teaching and learning process. Therefore, the syllabus developed in this research is English speaking syllabus.
3. The English speaking syllabus developed in this study based on the students' needs in which relevant to the content subject of the third grade student of elementary school.
4. A preeliminary evaluation shows that the students are motivated and interested in the English speaking syllabus because the syllabus provides various speaking activities so that they can enjoy practicing English.
5. To explain the units in the English speaking syllabus, the use of bahasa Indonesia is really needed to avoid misunderstanding, so that students can do the practice exercises properly.
6. The characteristic of this syllabus is English speaking syllabus which is develop based on "Threshold 1990" book to fulfill the needs of both the

school and students. The goal is to equip the students with the ability to communicate simple English in the school and out of the school with their friends, teachers, and parents. The levels of the difficulties are elementary and intermediate. The basic competence in this syllabus are:

1. Identifying, describing, correcting, and asking factual information.
2. Recognizing, understanding, producing, and using simple expression of English.
3. Expressing and finding out their feeling, like and dislike, interest, and preference.
4. Socializing, involving greeting people when meeting people, when introducing and being introduced, and when taking leave.

5.2 Suggestion

Suggestions on the basis of finding and foregoing discussion should be put forward:

1. To achieve the maximum outcome, before using the English speaking syllabus, the class should be divided into small groups, because in a big class the teacher cannot expect the goal much.
2. An English teacher should give elicitation before giving practice exercises provided in each unit of the speaking syllabus.
3. An English should develop the speaking situations provided in the syllabus as long as the students are still interested in the topics given.
4. Explanation in bahasa Indonesia is still needed because the students are too difficult to understand in fully English explanation.
5. The developed syllabus materials focus on fluency
6. To evaluate the student's achievement, English teachers may use *Balcer C* model of rating speaking achievement (see appendix 6)