

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

After analyzing the instructional process the researcher presents the conclusion of the instructional process of teaching speaking used by teacher in SMP Al Azhar Medan consists of four steps which are Analysis, Preparation, Implementation and Evaluation.

This instructional process of teaching speaking to bilingual students at SMP Al-Azhar Medan tend to implement the using of the ADDIE model, which is Analysis; this is setting process which was happened when the teacher gave an apperception and in the opening and in the main activity this process was made in order to recognize the students' ability and identifying the goal of the lesson, Design and Development are the processes of preparation the lesson plan, having recognizing the students and identify the objectives of the study, teacher matched the lesson plan with the situation of the class. Implementation is the teacher's actions which included the strategies and methods were applied by teacher to do speaking practice. The last process is evaluation, this process is feed back of the teaching, it included role pay, make dialogue or drama in form of the task or homework. Teacher used of this evaluation is not always in the end of the meeting, but in the end of the whole materials of the lesson. So it can be said that the instructional process of teaching speaking tend to use ADDIE model.

The choice why the teachers implement that kind of speaking instructional process in bilingual class are; 1) the program of school was decided that lesson plan should be there in the beginning of the academic year, so the teacher should do the analyze in the time of instructional process happened. 2) The bilingual students are choosing students who have the basic ability generally in English so, the teacher did not get difficulty in matching lesson plan to the students' ability. 3) The English teacher improved the teaching ability namely Forum of Teachers' Subject (Musyawarah Guru Mata Pelajaran: MGMP). So, the English teacher in SMP Al-Azhar mostly has the same way in the instructional process. 4) This school implements the CTL method which teach based on the students' context and condition. The strategies in the implementation process was applied by teacher are always asking and answer, role play and storytelling. These strategies and method were found by Harmer (2013) and they were very useful for speaking activities. The teacher emphasize that teaching bilingual should be reality condition, in order to practice them and make it as a habit in speaking English. So, students showed interaction with their friend. So, it can be concluded that the teacher had the tendency to the interactional view which showed teaching speaking directly in real context based on the interaction between the speaker and listener.

## 5.2 Suggestions

In relation to the conclusions, some suggestions are presented as follows:

1. To other researcher, since this study did not involve all aspects of interactional process of teaching speaking to bilingual students, it is expected that other researchers can develop this research in other school.
2. It is expected that the teacher and the headmaster to cooperate in designing the instructional process, especially the English teacher to modify the instructional process of teaching speaking to bilingual students in order to encourage the teachers' teaching strategies.
3. It is also suggested to other students of English Applied Linguistics Study Program:
  - a. to study and apply the instructional process which has not been used in teaching speaking.
  - b. to consider the responsibility of linguists and thus the scope of discussion for Students of English Applied Linguistics Study Program. Students of Applied Linguistic should explore and investigate some other phenomena of the instructional process of teaching speaking.