

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the analysis, the conclusions are stated as follows:

1. The existing workbook of speaking skill for students of grade seven at SMP Swasta Islam Terpadu Hikmatul Fadhillah Medan is only focused on answering questions without improving students' skills as the purpose of inquiry-based learning.
2. Students want workbook that contains all aspects such as aspect of inquiry based-learning activities, learning concepts, linguistic aspect and illustration aspect. Based on the conclusion from the results of the students' questionnaire responses received 26 respondents completely agreed and 2 respondents agreed with the statements in all aspects.
3. Students' workbook for speaking skill for grade seven should be developed based on aspects of inquiry-based learning that aims to develop the ability to think systematically, logically and critically or develop intellectual abilities as part of mental processes. Thus, in inquiry learning,

students are not only required to master the subject matter, but how they can use their potential especially. Based on the conclusions from the English lecturer on inquiry-based learning workbook-based got very valid results with an average score of 95,55%. The results of conclusions from practitioners of English teachers obtained very valid results with average score of 97.03%. From the results of the stages of validation as a whole, it can be stated that the workbook for speaking skill based on inquiry-based learning developed is feasible to be used in the field and very valid.

B. Suggestions

Based on the results of this study, the researcher presents several suggestions as follows:

1. The workbook for speaking skill based on inquiry-based learning that has been developed can be used as an alternative teaching material in improving student learning outcomes. In addition, this inquiry-based learning workbook is interesting, in accordance with the characteristics of students and creates enthusiasm and creative students.
2. Students respond positive to the learning speaking material with the application of inquiry-based learning models in the workbook. Therefore it is expected that the English teacher can create a learning atmosphere that provides positive and pleasant responses for students. Thus, students will not assume that English, especially speaking material, is a taking a note and boring lesson.