

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion as well as a few suggestions of this study.

A. Conclusion

The research was aimed to reveal how the Time Token method is implemented in teaching speaking skills. As the previous research had investigated the method and found out the Time Token method successfully improved students' speaking skills but there were no explanations about the process of how this method can improve speaking skills. Based on the results of the data analysis and research findings in the previous chapter, it can be concluded that:

1. Several things support the success of the Time Token method in improving students' speaking skills. The first is pre-teaching, where the teacher always motivates learning. Giving motivation can increase students' self-confidence and dispel the students' fear of speaking. Then the teacher gives the same number of coupons to each student, which coupons serve as opportunities for the students to speak. The coupons are used during the discussion, each student must finish all the coupons they have. This motivated the students to speak up or give opinions so that the coupons they hold run out. Furthermore, the coupons require that the silent students must speak until the coupons are exhausted. So there is no dominance during the teaching and learning process. In whilst teaching, the teacher instructs the students

to discuss in groups and present orally. The discussion group make the students teach each other and felt responsible for the discussion so that each student take part during the discussion. Then the teacher makes a question-and-answer session, with the coupons they have, the students use the opportunity to spend the coupons by giving questions or suggestions to other groups. In the post-teaching, the teacher instructs the students to provide conclusions to help them to remember the topic they just learned.

2. In the implementation of this method, there are some barriers faced by the teacher. This method consumes much time to make all of the students participate in a speaking activity. This method is difficult to apply in a large classroom, needs much preparation and the teacher should be able to manage time effectively.

B. Suggestions

Based on the result and conclusion above, the researcher also gives suggestions that will be useful for all people related to English teaching. The researcher hopes it can at least become an input in determining the appropriate teaching.

1. For English teacher

The researcher suggested using the Time Token method in learning speaking because this method creates different situations in the classroom, the students can share their ideas with their friends and teacher. This method can be used to teach social skills and to avoid the students predominating.

In this study, the researcher has explained how the English teacher at SMP Negeri 1 Kutacane applied the Time token method in teaching speaking skills. The English teacher can use this research to find out how the Time Token method should be implemented in teaching speaking skills.

2. For students

Students need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker, students should attempt to get more confidence and do not have to be afraid of making mistakes.

3. For the future researcher

Researchers can use this research project as literature to guide them when they want to do similar research. Although this study has been done, due to limitations it might still have weaknesses. The researcher hopes the other researchers could develop this method and conduct the research for another topic and larger class.