

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the research that had been done in two cycles in the research entitled “Coping with Students’ Reticence in Speaking Activities Using Talking Chip Technique” (A Classroom Action Research at The Eleventh Grade of Social Program of MAN Kendal in The Academic Year Of 2015/2016). It can be taken the conclusions as follows:

1. The students responded enthusiastically to the implementation of Talking Chip Technique in coping with students’ reticence in speaking activities. They paid attention to the teacher’s explanation, responded to the teacher’s question and accomplished the task from the teacher. During the teaching learning process, the teacher encouraged the students to be confident to speak English in front of their friends and trigger students’ critical thinking, while discussing, they had equal opportunity to speak, students were not passive in group discussion. It was proved by the change of students’ reticence that decreased in every cycle. In the pre-cycle, observation result of students’ reticence was 45%, it meant poor. In the first cycle observation result of students’ reticence was 40%, it meant good. In the second cycle, the observation of students’ change of reticence

increased. It was 20% and it meant almost all of students involved in the learning process actively. The teacher asked the students' problems during the teaching learning process. Beside that, the students also asked the teacher for clarification such as: asking about the difficult material and asking the teacher to give correct pronunciation.

2. Using talking chip technique could cope with students' reticence in speaking activities. They could share what's on their mind bravely and confidently. They actively spoke up in group discussion. It showed by the speaking scores of pre-cycle, first cycle and second cycle. In the pre-cycle was found the total score of students' speaking result was 71.3. It showed that the value of students' speaking result was fair. In the first cycle was found the total score of students' speaking result was 78.2. It showed that the value of students' speaking result was good. In the second cycle was found the total score of students' speaking result was 81.6. It showed that the value of students' speaking result was excellent.

## **B. Suggestions**

This study is useful for English teachers to teach speaking or even practicing speaking inside and outside the classroom. However, there are many techniques to be used in teaching learning process, but, talking chip is only an alternative technique of teaching speaking. Having finished conducting this research,

the researcher considers some suggestions in order to improve speaking skill, especially for the teacher and the students. The researchers' suggestions are as follow:

1. To the teachers
  - a. Teachers are expected to use talking chip technique as a teaching method, especially in teaching speaking. By using talking chip technique, teacher can expect the students' activeness and good result in speaking skill. Students have equal chance to speak, so none of students who are reticence in speaking activities.
  - b. Teacher plays many important roles in teaching leaning process. Besides his/her roles as a prompter and a good feedback provider, he/she should have a skill in motivating and encouraging learners. Teacher should have the ability to carry out a supportive and interesting environment in the classroom in order to help students understanding and practicing materials easier. The encouragement from the teacher is needed by the students to make them confident in speaking English.
  - c. As the English teachers, they should be creative and innovative in designing teaching and learning process. Teachers should be able to find new ways in delivering material to students to make learning process become more effective. Moreover the use of media or technique can help students who have problems or difficulties in

learning English. The teacher also should give more chances to the students to be more active in speaking activities and let the students to do several practices.

2. To the students

Students are interested in English first, so they enjoyed along learning. Students have to learn and enhance their activeness and skill in speaking activities by trying to practice it and trying to be confident to speak up.