CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This chapter presents some conclusion derived from previous chapter which had described about the teaching materials, the Discovery Learning method, and the student's responses after the implementation of Discovery Learning.

It can be concluded that the materials used in Discovery Learning to teach speaking were very suitable with the student's need and goal for the First Grade of SMP Institut Surabaya. The materials had developed by the English teacher creatively in his lesson plan. The materials were taken from different sources, they were the days and months topics from the student's book "When English Rings the Bell", the pictures being presented through powerpoint slides, and worksheet in the form of paper made by the teacher. All of the materials had designed to improve the student's speaking skill in English. Certainly, their speaking skill had encourage them to communicate with other people confidently and bravely. The teacher had also delivered the materialas well and successfully. The teacher conveyed the materials which helped by implementing the teaching method.

The teaching method used in this research is Discovery Learning,- is one of method in scientific approach are required by Curriculum 2013. Discovery Learning and scientific approach in Curriculum 2013 are connected each others because Discovery Learning is a part of scientific approach in Curriculum 2013.

The Discovery Learning is more effective than traditional method in learning English lesson since this method applied student centered In fact, the implementation of Discovery Learning at the First Grade students of SMP Institut Surabaya could improve and increase the student's bravery in speaking skill with other people, so there were no students who kept silent during the learning activities going. It means that Discovery Learning had invited the students to be more bravely and confidently, especially in oral activities. The oral activities done by the students in the implementation of Discovery Learning were emphasized to make question and conclusion, and solve the problems by using their own knowledge so that the students could take a decision independently. After the implementation of Discovery Learning, this study also wants to know the student's responses.

To know information about the student's responses after the implementation of Discovery Learning in the class through the data from questionnaires. Overall, the students felt interested toward Discovery Learning for the students agreed that the application of Discovery Learning could help the students to learn and understand better toward the English lesson, especially in teaching speaking. In other words, the students enjoyed and followed the teacher's instruction in all steps of Discovery Learning. When they got difficulties in learning process, they would ask the teacher and the teacher would help to solve their problem. It can be concluded that in first and second meetings, the students gave good responses and participation to the implementation of Discovery Learning in teaching speaking.

5.2 Suggestion

Having finished conducting this research, this part presents some suggestions which can useful and help the English teaching process at the SMP Institut Surabaya more successful again in the implementation of Discovery Learning. This study has benefit for English teacher when Discovery Learning implemented because it could improve the student's bravery and confident for solving the problem by using speaking English. The suggestions are as follow:

1. For the English teacher

A teacher has many important roles in English teaching process, especially Discovery Learning were applied in the class. The teachers are suggested for developing the materials again by using the other techniques creatively which suitable with the student's need. Creative teaching techniques were very needed in the delivery process of materials so that the English learning process could become meaningful and unforgettable for a long time for the students. The English teacher at SMP Institut Surabaya had often implemented Discovery Learning, therefore the teacher should keep implement Discovery Learning to teach English. Besides that, the teacher should give more stimuli to the students in order that the students could make question, conclusion, and solution to the problem in English with highly confident.

2. For the students

In every steps of Discovery Learning, the students at SMP Institut Surabaya should be active to participate in learning process. The students should also be brave to solve the problems, presents their works, and make conclusion by using English in three steps such as problem statement step, processing the data

step, and generalization step. If all of the students are active, brave, and confident to speak English, the final result of Discovery Learning application would be success, active, and interactive class.

3. For the next researcher

The next researcher can do the same research on Discovery Learning in teaching English, beside teaching speaking skills. They can do research Discovery Learning on writing, reading, and listening. They can also observe more in the materials and other teaching techniques related to Discovery Learning. This study is still far from perfect and hoped the next researcher could develope it more.

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