

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestion based on the result of the previous chapter. The conclusion was taken from the data analysis and some suggestions were given to the students, the English teacher, and the further researcher who were going to conduct similar research.

5.1 Conclusion

Based on the findings and discussion of the research, the researcher concluded that:

5.1.1 The lecturer implemented Buzz Group Strategy for teaching speaking ability of first semester English education students. Based on discussion and findings on the previous chapter, it can be taken as the conclusion that the first was that the teacher could use Buzz Group as a strategy to teach report text. From the result of the observation, the researcher said that teaching speaking by using Buzz Group Strategy for presenting natural disaster could make the students more confident to answer and ask when discussing the material. The lecturer could do assessment with a fun way and almost all students were not shy and afraid to speak up their mind, but several groups did not give response in the presentation. The teacher could feel the students' effort to speak English. The teacher really appreciated it and felt so proud of the

students. The use of Buzz Group Strategy in the teaching speaking class also facilitated the student to interact with the others by asking and giving information in target language. Working in group, the students could learn from each other. Moreover, the students practiced their knowledge and skill through speaking. Through Buzz Group strategy the students understood the report text.

5.1.2 The result of students' response on the questionnaire, the students answered yes = 83 and no = 37. The conclusion is yes \geq no. Based on the students' response on the questionnaire, the researcher can said that teaching speaking report text using Buzz Group Strategy was conducted by the lecturer can make the students enthusiastic, critical thinking and comfortable to learn speaking English. The students were more confident and enjoyable when the lecturer asked them to speak in front of the class. They could decrease their fearful feeling and be more motivated to speak English.

5.2 Suggestions

Based on the conclusion and implications explained above, there are some suggestions for the reader, the English lecturer, the researcher, and the further researcher for using Buzz Group Strategy to teach speaking report text.

5.2.1 For the Reader

When the reader read buzz group strategy in teaching speaking report, they have to understand the meaning of the report using Buzz Group Strategy easily . Thus, they will feel comfort in learning English.

5.2.2 For the English Lecturer

Buzz Group is a good strategy for teaching English especially for improving the students' speaking skills. It can be used to teach certain topic or language use in fun and interesting ways. The consideration of the student's interest is needed to make the activity buzz group the student's attention. However, the instructions must be clear and the control of the students must be maintained.

5.2.3 For the Researcher

The researcher hopefully can take and give benefits of this research to students and readers , and it can to be better teacher using this result of the study.

5.2.4 For the Further Researcher

Before applying buzz group strategy in teaching speaking report, the researcher need to make sure that the students know how to play the strategy. And the class condition should be effective and conductive, because using buzz group could make the students will get critical thinking and as a result, the class will get be noisy.

