CHAPTER V

CLOSURE

In this chapter, the researcher presents the result of the research which consists of conclusions and suggestions. First, the researcher will provide conclusions obtained from the discussion described in the previous chapter. Second, the researcher will present some advice for the English teacher and the other researchers.

A. Conclusion

The aims of this research are to find the implementation of skit technique in teaching speaking and to investigate students' responses toward skit technique in teaching speaking. After conducting research and analyzing data about the implement of skit technique in teaching speaking, it can be concluded as follows:

1. The implementation of skit technique in teaching speaking engineering teaching procedures can be completed well, such as the English teacher divided the students in group based on how many figures in the text and English teacher asked the students to perform their drama in the class. The English teacher can make the students implement this technique with good performance and also can be a good facilitator for the students.
2. Students' responses toward skit technique in teaching speaking got positive responses. Students can get some benefits from teaching speaking with the skit technique. Such as help the students to enjoy and relaxed more in speak English and attract students to speak English in a fun way. Besides, students

also can learn to share and discuss their creative ideas with other students, learn to work together in groups, and learn to active in class. Furthermore, the skit technique could increase students' speaking skill.

B. Suggestion

Based on the finding of the research, the researchers would like to purpose the following suggestion:

1. For English Teacher

It is good to provide the costumes for the students as a media to supported in students' drama performances to make the lesson more interesting. The main challenge that teacher face in implement skit technique in teaching speaking, is managing time. It is better if the English teacher gives attention to students about the time limit in performing drama. Also, the English teacher to reduce the use of her mother tongue when deliver the material and provide explanations to students, so that the English teacher can be a good motivator for students to speak English in class.

2. For the Students

The implementation of skit technique included drama performances using humor style in the learning process, so it makes learning interesting. The researcher hopes that the students can more focus on the learning process and not be lazy and shy when try to speak English more in class.

3. For Another Researcher

This research discussed the implementation of skit technique in teaching speaking to the tenth-A grade students at MAN 3 Banjarmasin. Hopefully, for the future researchers, the duration of implementation skit technique in the present research was rather short, so further research with longer intervention should be carried out.