**CHAPTER V**

**CONCLUSION AND SUGGESTION**

* 1. **Conclusion**

Based on the research, it can be concluded :

1. The existing speaking instruction used by teachers at MTs Al Washliyah Kolam still uses the traditional method. It can be proved by the result of pre-observation where the characteristics of the traditional method described when the process of learning activity happened: (a) learning happens in a physical space, within the four walls in the classroom, (b) the teacher is in complete control of the learning environment, (c) learning happens at a predetermined pace and schedule, (d) Face-to-face interaction between the teacher and the students, and (d) strict reliance on textbooks.
2. Speaking instruction is needed by the students based on the data that the highest students need the *Teacher’s help* (80%) to speak English *,* the second rank students need to c*onclude the lesson* (73,33%) when end the learning and *give an example of speaking* (40%) when speaking English.
3. The speaking instruction developed based on a metacognitive approach by using a model speaking instruction where this model is developing a speaking teaching strategy by connecting the components of the metacognitive strategy *( planning, monitoring and evaluating)* with the speaking process components *( planning, selection and production ).*

*Planning stage*

In the process of planning in the metacognitive approach, students will be trained metacognitively to think or plan the words or sentences they wil1l say, the planning process for constructing meaning in speaking is very much in line with the planning process on students' metacognitive.

*Monitoring Stage*

In this metacognitive phase, students will be trained to monitor what they have done when pronouncing words or sentences in English. How should the speaking process be carried out? Students will also monitor by making selections during the speaking process.

*Evaluating stage*

In this phase, students will be trained metacognitively to do an evaluation by looking at the results or production of the speaking process, namely vocabulary, grammatical, pronunciation, fluency, and comprehension.

* 1. **Suggestion**
1. Teacher

English teachers should analyze the target and learning needs of students to choose the most appropriate and best approach for the students. The appropriate materials make the students interested in achieving the goal of learning. The learning process could be successful if the speaking instruction were useful for the students in terms of enhancing their speaking skills

2. Student

The students could train their metacognition for practice in developing their speaking ability.

3. Further Researcher

Based on the results of the research, the researcher provides suggestions to readers:

1. Continuing this R & D research to the try-out model and final model stages

2. Trying to examine factors other than the teaching method factor which causes students' weak ability in speaking skills.

3. Trying to develop another model approach to speaking instruction then compare it with the model made by the researcher.