

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions based on the research findings from the previous chapter. In this section, the writer provides a general overview of the research results and offers several suggestions related to this research.

A. Conclusion

Based on the results of the research conducted in the academic year 2026 at eleventh grade class in SMA Joseph Khatulistiwa, which consisted of 11 students 8 female and 3 males, it can be concluded that the use of the Single Slot Substitution Drill technique was successful in improving students' speaking skills and participation in English language learning. This research was conducted because at the beginning of the learning process, students still faced several issues, such as a lack of confidence in speaking, difficulty pronouncing English words, insufficient mastery of grammar and vocabulary, and low student participation during the learning process. Additionally, some students still tended to be passive and were hesitant to answer questions or speak in English in class.

Based on these issues, the writer implemented the Single Slot Substitution Drill technique as an effort to help improve students' speaking skills. After implemented the Single Slot Substitution Drill technique in Cycle I and followed by corrective actions in Cycle II, students' speaking skills

showed considerable improvement. This improvement can be seen from the results of the students' speaking ability tests in the areas of pronunciation, grammar, vocabulary, fluency, and comprehension. Students became better able to pronounce words more accurately, use grammar more effectively, demonstrate better vocabulary mastery, speak more fluently, and more easily understand questions and instructions given during the learning process.

In addition to improving students' speaking skills, the use of the Single Slot Substitution Drill technique also successfully increased student participation in the learning process. This can be seen from the change in students' attitudes during the lesson. Students who previously tended to be passive became more active in participating in learning activities. Students also appeared more willing to speak in English, more confident in answering the teacher's questions, and more active in engaging in speaking exercises in class. Furthermore, the learning atmosphere became more active, interactive, and conducive compared to before the intervention was implemented.

Based on the results of the research, it can be demonstrated that the use of the Single Slot Substitution Drill technique has a positive impact on improving the speaking skills and learning participation at eleventh grade students in SMA Joseph Khatulistiwa. Thus, the Single Slot Substitution Drill technique can be used as an effective teaching technique to help students improve their English-speaking skills and encourage them to be more active in the learning process.

B. Suggestion

Based on the results of this research, the writer realizes that the use of the Single Slot Substitution Drill technique has a positive impact on improving students' speaking skills and participation in English language learning. Therefore, the writer offers several suggestions that are intended to serve as considerations for English teachers, students, and future writers in developing more effective and engaging learning processes.

In addition, these suggestions are provided as a follow-up to the research findings. Through the application of appropriate teaching techniques, it was hoped that the English learning process, particularly in speaking skills, could be more active and interactive and boost students' confidence in using English. Therefore, the writer divided these suggestions into several sections: suggestions for English teachers, suggestions for students, and suggestions for future writers.

1. Suggestions for English Teachers

Based on the results of the research conducted, English teachers are advised to use the Single Slot Substitution Drill as an alternative teaching technique for developing speaking skills. This technique can help students become more active in the learning process, boost their confidence in speaking English, and help them better understand sentence patterns, pronunciation, and vocabulary usage. Additionally, teachers are advised to provide repeated and varied speaking practices so that students become more accustomed to using English directly in the classroom.

Teachers need to create an active, enjoyable, and interactive learning environment so that students do not feel afraid or shy to speak. Thus, students can be more motivated to engage in learning and participate actively throughout the teaching and learning process.

Furthermore, teachers are expected to adapt the use of the Single Slot Substitution Drill technique to the learning material and students' needs to optimize learning outcomes. Through the use of the appropriate technique, teachers can help students improve their speaking skills while increasing student participation in English language learning.

2. Suggestions for Students

Based on the results of the research, students were advised to be more active and confident in their English language learning, particularly in speaking activities. Students need to get into the habit of practicing speaking in English both inside and outside the classroom so that their speaking skills can continue to improve. In addition, students are also encouraged not to be afraid of making mistakes when speaking, as mistakes are a natural part of the learning process.

Furthermore, students are advised to practice pronunciation, vocabulary usage, and sentence construction more frequently through repeated exercises. By practicing regularly, students can become more fluent in speaking, better understand language usage, and feel more confident when expressing opinions or answering questions in English. Additionally, students are also expected to participate actively during the

learning process, such as by asking questions, answering questions, and participating in speaking exercises given by the teacher. With active participation and strong motivation to learn, students' speaking skills will develop more effectively.

3. Suggestions for Future Writers

Based on the results of this research, future writers are advised to conduct studies on the use of the Single Slot Substitution Drill technique in other English language skills as well as at different educational levels. This research still has limitations in terms of scope and the number of research subjects; therefore, future studies are expected to be conducted on a broader scale to yield more in-depth and varied results. Additionally, future writers are also advised to combine the Single Slot Substitution Drill technique with other learning methods or media to make the learning process more engaging and effective. With variations in learning techniques, students are expected to be more motivated and active in participating in English language learning activities.

Furthermore, future research expected to examine the use of this technique in different aspects of English language skills, such as listening, reading, or writing. Thus, the results of future research can make a broader contribution to the development of English language learning techniques in schools.

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