

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is a qualitative case study, which aims to describe the application of student-centered learning in-class group presentation to improve speaking accuracy and fluency. In this study, in a private high school in Kudus, researchers employed observation, interviews, and documentation procedures to collect data, the researcher concludes that:

1. The process of the implementation of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency are as follow; the teacher conveys the theme, the teacher divides the group, the students discuss, and the students present the results they meet in front of the class. After the teacher conveys the theme they will discuss, the teacher makes groups of 3-4 students to discuss. In conducting discussions, students are allowed to open worksheets, textbooks, and the internet. After being given one hour, students take turns to come forward and present the results of their group discussions. The teacher as a facilitator here is tasked with providing direction and explanation for students if it's felt that there is material that is less understood and inappropriate.
2. The supporting and obstacle of a Student-Centered Learning in-Class Group Presentation to improve speaking accuracy and fluency very influential for students because of the lack of learning time which is only 2 hours of learning each week. We can see what the supporting and obstacle factors are in this research. Moreover, we can find out what factors can help and hinder students when doing this method, through this method, students are also trained to work together in each group and are trained to carry out their respective responsibilities in making presentations. In addition to maximizing the available time, the role of the teacher here is also very influential on the results and understanding of the students. With SCL students understand much more about what material they are presenting. In making presentations, it can also train students' speaking skills. Despite the lack of learning hours, the teacher also

recommends students to practice speaking skills by taking extra classes, listening to music, or watching English films.

B. Suggestions

From the results of this research on the Application of a Student-Centered Learning in-Class Group Presentation to Improve Speaking Accuracy and Fluency, teachers must use creative and innovative learning strategies. This strategy can make it easier for students to carry out learning activities and not feel bored. Teachers can also find out the latest strategies and materials for strengthening speaking accuracy and fluency for students. Even though there aren't enough study hours, the teacher also tells students to practice their speaking skills by going to extracurricular activities, listening to music, or watching English films; preparing media and themes that interest students; dividing groups by paying attention to the differences in academic standing, gender, and identity to avoid getting bored.

Students must be aware of the value of studying English, especially speaking abilities in the current millennial era, in order for them to participate more actively in educational activities. When students learn in unusual ways, it is anticipated that both theory and practice would interest their attention more.

This research is only limited to the topic of explanation text. Therefore, it is hoped that further research can be investigated into the application of presentation methods to other themes and on aspects of language skills other than speaking, for example in writing and reading, as well as in high school senior classes or higher levels, for example in college or in classes that require presentations without reading the text.