CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this research. This study concerns on the result of teacher's knowledge in designing a syllabus for speech subject which is narrowed down into two research questions. They are the level of teacher's knowledge as a designer and plaaner of the syllabus and the quality of the speech syllabus designed by the teacher. Meanwhile, in suggestion, the researcher would like to recommend several matters which need to be done for future improvement and research.

A. Conclusion

Based on the data analysis and discussion in the chapter IV, this study concludes that the knowledge of speech teacher as a designer and planner of syllabus for the speech subject is regarded as level 3 which means effective. However, there are some difficulties in selecting the speech materials based on the developing of curriculum and limited time allocation.

Meanwhile, the quality of syllabus product for speech is categorized as exemplary based on the analysis of syllabus rubric evaluation adapted from the Center of Language, Teaching and Assessment with the theories from O'Brian, Millis and Cohen theory. The further conclusion of this study is divided into two sub-analysis which are explained below.

1. The level of teacher's knowledge in designing a syllabus of speech subject

The level of teacher's knowledge in designing the speech syllabus was regarded in level 3 which means effective. The speech teacher explained clear and appropriate answers and definition in terms of understanding the syllabus area in which defining the syllabus, explaining the importance of syllabus and describing the main components of syllabus. The speech teacher also gave detail explanation in terms of understanding the syllabus content that is speech subject. Dealing with the procedures in designing the syllabus, the speech teacher has done as the expected target that began from analysing the students' needs. However, there is difficulty in selecting the materials for learning speech because speech subject does not exist in the National Curriculum of Indonesia. Thus, the speech teacher adopted the speech handbook from university which may be difficult to understand for some students.

2. The quality of speech syllabus designed by the teacher

The syllabus designed by the speech teacher was regarded as exemplary which means the syllabus can be used as a good example for other teachers to teach speech. Regarding with the quality, the speech syllabus has the main components such as teacher information, course description, course objectives, schedule, list of assignments, grading procedures and resources. However, the teacher was lacking in explaining the detail criteria in grading the students. The grading component just showed the scale without the detail

explanation of each scale. It needs further revision. Actually, the speech teacher is capable in designing the syllabus, but the format of the speech syllabus does not include into National Curriculum of Indonesia.

B. Suggestion

This section is addressed to the speech teacher, the next speech teacher, the curriculum advisor and the next researchers who might want to do the same focus as this research.

1. For the speech teacher as a planner of the syllabus

The speech teacher as a planner and designer of the syllabus needs some improvement in designing the speech syllabus. It deals with grading component which has to be described clearly about the rubric of each scale. Therefore, the teacher should revise the speech syllabus for better teaching speech. That is because syllabus as one of the important learning preparation to manage the materials for teaching and learning process. Thus, it needs to be properly constructed.

2. For the curriculum advisor

Having known that designing syllabus is a part of curriculum development, so it is expected for the curriculum advisor in SMP Muhammadiyah 5 Surabaya to discuss the syllabus content together with the speech teacher. The speech subject is held based on the School-based Curriculum development of speaking skill in order to be an International

school. However, the speech syllabus is not provided in the School-based Curriculum, then the speech teacher should design the speech syllabus by himself. Therefore, it is expected if there is an open-discussion or revision from the curriculum advisor and the speech teacher.

3. For the next researcher

Other researchers may have the similar focus with this study or continue further understanding of this research objectives. They can take indepth observation dealing with the application of syllabus content in the teaching and learning process.