CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter concludes the present study. It summarizes the findings and the delimitation of the study. Following the conclusion, there will be suggestions for the next study which investigates the same field of inquiry and for teachers.

4.1. Conclusions

Two research questions were formulated dealing with activities used by teacher in speaking skill. The first problem concerns the process of classroom speaking activities in a conversation class. The second concerns the students’ responses to those activities.

It can be concluded that this study reveals four classroom speaking activities employed by the teacher in teaching speaking skill, i.e. Show and Tell, Presentation, Drama, and Question and Answer. Drama comes to be the most dominant activity among three other activities. Within all the four activities, this study identifies that uncontrolled practice which encourages students’ speaking involvement and fluency are more dominant than aspects of knowledge in speaking (i.e. extralinguistic and linguistic). The data obtained also show that the teacher did a lot of speaking, i.e. feedback and elaboration of the grammar focus after the students had practiced and had taken their turn performing the task given.

It can also be concluded that in classroom speaking activities that preparation is very important whether it is teacher’s center or students’ center.
This is a prominent resource to create a conducive speaking activities in which the students feel confident and comfortable of their performance.

Meaningful context may raise students’ awareness of the language being studied. They will be in an attention situation to notice language focus from the context, which in turn comprehend the understanding elucidated by the teacher. By this, the learning may be teacher’s center. It means that the teacher needs to move on another context by giving autonomy activity for the student, i.e. students’ center. For example, the teacher gives the students chance to talk about their own life in praticcular context. This type of autonomy can improve students fluency and confidence in speaking activities.

Besides, confidence can also be achieved by giving feedback after students’ performance or giving example before students’ performance to the students. These two forms of teacher’s guide can reduce the pressure on students in performing certain activities, especially in the context of ‘prepared talks’.

Concerning students’ responses, it has been very clear that process in classroom speaking activities can impact on students’ responses, which in turn can impact on how the activities themselves proceed. Negative responses may result in students’ low participation, while positive responses cause the students participate fully.

4.2. Suggestions

The findings of the present study offer some suggestion for the next research in the same field of inquiry and teachers.
Since this study involved merely one teacher as a participant, further study is suggested to involve more teachers as participants. More techniques of teaching speaking may be found from a large number of participants since they have different knowledge and skill in teaching; some of the teachers must be more proficient than others.

For teachers, especially for English teacher, they should find many techniques of teaching speaking skill which may cover the three functions of speaking: transactional, interpersonal, and performance. These three functions should be balanced in terms of their involvement in the speaking activities since each has different characteristics which require different forms of utterance. Besides, teachers should take all aspects of speaking into consideration, i.e. aspect of knowledge (extralinguistic/linguistic), by which the students are equipped during speaking activities. Fluency is the primary focus of speaking class, whereas accuracy should not be ignored at all. There must be times when knowledge of language (extralinguistic/linguistic) is highlighted through speaking activities.