

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter provides an overview of the present study, including its conclusion, limitations, implications, and recommendations. The initial segment of this chapter is dedicated to summarizing the primary discoveries and conclusions drawn from the research. These findings represent the essence of the study and provide a clear understanding of the results. The subsequent section is focused on discussing the limitations of the research. This part acknowledges the constraints and potential weaknesses inherent in the study, providing a balanced view of its reliability and validity. Following the discussion of limitations, the chapter proceeds to explore the implications of the study. This third section extrapolates the results of the research, considering their broader impact and significance in the field. Finally, the chapter concludes with a section on recommendations based on the current study. This final part offers suggestions and potential future directions prompted by the findings of the research. These recommendations serve as a valuable guide for further studies in this area. In summary, this chapter serves as a reflective overview of the entire study, offering key insights and directions for future research.

5.1. Conclusions

The present research aimed at improving students' speaking skills – covering grammar, vocabulary, fluency, and pronunciation – through the use of Dialogic Teaching strategy. This research also aimed at further investigating students' perceptions on the implementation of Dialogic Teaching strategy at a tertiary level education. As the research focused on looking at whether the students' scores improved – and whether the students were in favor or against Dialogic Teaching strategy, a mixed method was used to garner quantitative data, namely student scores, and qualitative data, i.e. interview through a focus group discussion (FGD). Based on the data garnered, some conclusions were drawn, including (1) the score of students significantly improved; (2) the score of fluency fluctuated; and (3) the

students enjoyed the Dialogic Teaching strategy; and (4) there are some ways of Dialogic Teaching improving students' speaking skills.

First, the students' scores of speaking skills increased significantly, shown by the data that suggests the score of vocabulary, pronunciation, grammar and fluency went up gradually over time. Initially, a significant enhancement was observed in the students' speaking skills. This improvement was not just an arbitrary observation, but was backed by concrete data. The data suggested that the students' scores, which were a direct measure of their speaking skills, showed a steady and gradual increase over time. This increase was significant and indicated a substantial improvement in the students' abilities. The data was broken down into several key components of speaking skills: vocabulary, pronunciation, grammar, and fluency. Each of these components showed a gradual upward trend, contributing to the overall improvement in speaking skills. The vocabulary scores indicated that the students were using a wider range of words and were more adept at choosing the right word for the right context. The pronunciation scores suggested that the students were becoming more accurate in their pronunciation of words, leading to clearer and more understandable speech. The grammar scores showed that the students were making fewer grammatical errors and were becoming more proficient in constructing grammatically correct sentences. The fluency scores suggested that the students were becoming more fluent in their speech, with fewer pauses and hesitations. It can be concluded that Dialogic Teaching is effective in improving tertiary students' speaking skills.

Second, the score of fluency fluctuated according to topic familiarity. It was noted that the fluency scores of the students were not constant but showed a degree of fluctuation. This fluctuation was not random, but was found to be directly related to the familiarity of the students with the topic they were speaking about. When the students were speaking about topics, they were familiar with, their fluency scores tended to be higher. This is likely because familiarity with the topic allowed them to speak more smoothly and confidently, without needing to pause to search for words or phrases. They were able to express their thoughts and ideas more fluidly, leading to higher fluency scores. On the other hand, when the students were

speaking about topics, they were less familiar with, their fluency scores tended to be lower. The unfamiliarity with the topic likely caused them to hesitate more, leading to more pauses and disruptions in their speech. They may have struggled to find the right words or phrases to express their thoughts, leading to a decrease in fluency.

Third, it was found that the students responded positively to the implementation of the Dialogic Teaching strategy. This teaching strategy, which emphasizes dialogue and interaction in the classroom, was well-received by the students. They enjoyed the interactive nature of the lessons and the opportunity to engage in meaningful discussions. This was despite some recommendations they proposed, suggesting that while they appreciated the strategy, they also saw room for improvement and refinement. The focus group discussion revealed several key outcomes of the strategy's implementation. Firstly, the students' perseverance grew bolder despite deadline pressure. This suggests that the Dialogic Teaching strategy helped to foster resilience and determination among the students. Even when faced with the pressure of deadlines, they were able to remain steadfast and committed to their tasks. Secondly, the students' confidence became stronger over time, suggesting that the Dialogic Teaching strategy helped to build self-confidence among the students. As they engaged in dialogue and discussion, they became more confident in expressing their ideas and opinions. Thirdly, the students became more creative in presenting their ideas in class suggesting that Dialogic Teaching strategy encouraged creativity and original thinking. The interactive nature of the strategy likely stimulated the students' imaginations, leading to more innovative and creative ideas. Finally, the students' engagement in dialogic discussion became stronger, suggesting that Dialogic Teaching strategy was successful in promoting active participation and engagement among the students. They became more involved in the discussions, contributing their ideas and listening to others.

There several ways of Dialogic Teaching improving the students' speaking skills. First, the *collective* principle of Dialogic Teaching creates a learning environment where grammar skills are enhanced through collaboration and mutual support. By engaging in joint learning and inquiry, students develop a sense of

responsibility for their own and their peers' learning. This shared effort leads to a more profound and comprehensive grasp of grammar, benefiting all students involved. The emphasis on collective learning not only improves individual grammar skills but also strengthens the overall language proficiency of the classroom community. Second, the *supportive* principle of Dialogic Teaching is crucial for improving students' pronunciation. It creates a comfortable environment where students can express ideas without fear of embarrassment. In this setting, students help each other by providing feedback and corrections on mispronunciations. This mutual support fosters continuous self-improvement and learning. Students frequently consult dictionaries and engage in collaborative efforts to ensure proper pronunciation. This approach not only helps them learn correct pronunciation but also builds a sense of community and shared responsibility. The classroom becomes a safe space for experimentation and growth, with every student contributing to the collective improvement of pronunciation skills. Third, the *cumulative* principle of Dialogic Teaching significantly enhances students' vocabulary by emphasizing collaborative learning. In classroom activities, students share their unique vocabulary while discussing topics, allowing them to learn new words and phrases from each other. This process enriches their vocabulary and makes it more sophisticated. The cumulative approach ensures that vocabulary development is a shared effort, with each student contributing to and benefiting from the group's collective knowledge. Through continuous interaction and idea exchange, students not only expand their vocabulary but also learn to use these words effectively in various contexts, fostering a dynamic and interactive learning environment. Fourth, the *purposeful* principle of Dialogic Teaching is crucial for improving students' fluency. It emphasizes open discussions with specific learning goals, where topics are negotiated beforehand to ensure relevance and engagement. This preparation helps students enhance their fluency by allowing them to anticipate and practice their responses. However, when topics are unfamiliar or advanced, students' fluency can decline due to discomfort and lack of knowledge. Consequently, students' fluency varies with their familiarity with the topic. Overall, purposeful and well-planned

discussions are essential for gradually building fluency in a supportive and structured environment.

5.2. Limitations

There are some limitations when conducting this research. First, the students might have been not in their top performance in each class session considering they had many other assignments given at the same time of the Dialogic Teaching strategy implementation. Second, the time allotted for Speaking Class – of which this research was conducted – was rather too short for both theory delivery and practice. Longer time allocation is necessary to do a proper implementation of such a teaching strategy. Third, the room for the classroom activity was not conducive nor comfortable considering it was too hot for students and lecturer to sit in. This made students to keep fanning themselves at all time – and this was distractive to both the students and lecturer to have an appropriate classroom teaching and learning, possibly affecting their comprehension and performance.

5.3. Recommendations

This research offers recommendations for EFL curriculum, EFL teachers and future researchers as well. In relations to EFL curriculum, particularly that of tertiary education, it is important to implement Dialogic Teaching strategy as it improves students' critical thinking and communication skills – both of them are relevant to the Merdeka Curriculum and the demands of the 21st century education.

In the context of the English as a Foreign Language (EFL) curriculum, especially at the tertiary level, the implementation of the Dialogic Teaching strategy is of paramount importance. This teaching strategy, which emphasizes dialogue and interaction, has been shown to significantly enhance students' critical thinking and communication skills. Critical thinking skills are essential for students to analyze, evaluate, and create ideas. They enable students to think independently, make informed decisions, and solve problems effectively. Communication skills, on the other hand, are vital for expressing thoughts, ideas, and feelings clearly and effectively. Both of these skills are integral to the learning process and are highly

valued in today's globalized world. The Dialogic Teaching strategy fosters these skills by creating an interactive learning environment where students are encouraged to engage in meaningful discussions. Through these discussions, students are challenged to think critically, express their ideas clearly, and listen to others. This not only enhances their understanding of the subject matter but also develops their ability to think and communicate effectively. Moreover, these skills are particularly relevant to the Merdeka Curriculum, which emphasizes independence, creativity, and innovation. The curriculum aims to prepare students for the challenges of the 21st century by equipping them with the skills needed to navigate an increasingly complex and interconnected world. The Dialogic Teaching strategy aligns perfectly with this goal, as it fosters the development of critical thinking and communication skills, which are key to success in the 21st century.

For the teachers, it is crucial to implement Dialogic Teaching strategy when teaching English, especially when aiming to improve students' speaking skills. The steps within the teaching preparation should be well-crafted and followed accordingly. The Dialogic Teaching strategy encourages students to engage in meaningful discussions, express their ideas, and listen to others. This interactive approach not only enhances students' understanding of the language but also develops their ability to use the language effectively in real-world situations. As such, the implementation of this strategy can significantly improve students' speaking skills, making it a valuable tool for English language teaching. However, the successful implementation of the Dialogic Teaching strategy requires careful planning and preparation. The steps within the teaching preparation should be well-crafted and followed accordingly. This includes defining clear learning objectives, designing engaging activities that promote dialogue and interaction, and creating a supportive and inclusive learning environment. The learning objectives should be aligned with the goals of the Dialogic Teaching strategy and should clearly articulate what students are expected to achieve. The activities should be designed to promote dialogue and interaction, encouraging students to express their ideas, listen to others, and engage in meaningful discussions. The learning environment

should be supportive and inclusive, fostering a sense of belonging and encouraging students to participate actively in the learning process.

For future researchers, it is crucial to delve deeper into the implementation of the Dialogic Teaching strategy, particularly with a focus on student-proposed topics of discussion. This approach could provide a more comprehensive understanding of the impact of topic familiarity on students' speaking skills and score fluctuations. When students are given the autonomy to propose the topics of discussion, they are likely to choose subjects they are familiar with and interested in. This familiarity and interest could potentially enhance their engagement in the dialogic discussions, leading to significant improvements in their speaking skills. Specifically, their fluency - the ability to express ideas smoothly and effortlessly - might see notable enhancement. Moreover, allowing students to propose the topics could also minimize score fluctuations. When students discuss familiar topics, they are likely to feel more confident and less anxious, which could lead to more consistent performance and thus, less fluctuation in scores. However, these are hypotheses that need to be empirically tested. Future research could involve experimental studies where one group of students discusses teacher-proposed topics while another group discusses student-proposed topics. The speaking skills and score fluctuations of the two groups could then be compared to determine the impact of topic familiarity. Such research could provide valuable insights into the effectiveness of the Dialogic Teaching strategy and the role of topic familiarity in enhancing speaking skills and minimizing score fluctuations. It could also inform teaching practices and curriculum design, leading to more effective language instruction.