

CHAPTER V

CONCLUSION

This chapter concludes what has done in the previous four chapters. Following the conclusion, the chapter will come up with some limitations of the study. Finally, some theoretical/ methodical and practical recommendations will be presented in this chapter.

5.1 Conclusion

This study has already discussed the implementation of GBA in teaching speaking as well as the development of students' speaking ability through GBA. The students serving as respondents in this study were eighth graders in a state junior high school in Bandung, West Java, Indonesia. The speaking ability that was developed was an ability to talk about past experiences, particularly about holiday in a form of recount text. The study then selected qualitative case study as its research design administering three instruments namely observation, interview, and test.

There were two research questions to answer in this study; (1) how GBA is implemented in teaching speaking; and (2) how students' speaking ability is developed through GBA. Having analyzed the data, this study found out that GBA could be implemented in teaching speaking as long as all the teaching cycles were carried out and speaking activities were infused in the process. It has been proven that each teaching cycle, especially when infused with speaking activities, was helpful for both the teacher and students to develop students' speaking ability. In the meantime, to answer the second research question, the study revealed that there were three supporting factors in students' development of speaking ability including ZPD, bilingualism, and explicit teaching. The teaching cycles conducted by the teacher was proven to be in line with the Vygotsky's concept of ZPD in which it basically deals with a gap between what the students can and cannot do. This gap was usually what the students can do with help. In addition, the existence of bilingualism was also confirmed to be helpful for the students to develop their

speaking ability since it made them easier for the students to grasp certain concepts or ideas when delivered in their L1. Last but not least, the presence of explicit teaching seemed to be supportively effective to develop students' speaking ability due to the fact that it made them more prepared to come to the class the go through all the processes of teaching and learning.

5.2 Recommendation

It has been proven that this study supports the idea on GBA applicable in teaching speaking. As mentioned in the previous section, there were several studies discussing the same issue: GBA and teaching speaking. However, most of them were concerned with whether or not GBA improved students' speaking abilities without taking a look at the implementation of GBA itself in depth. Thus this study tried to investigate it.

Prior to the recommendation, this study appeared to have several limitations especially those related to subjectivity. *First*, the speaking ability developed was a monologue or talk as a performance which seem to have a lot in common with written text. Sometimes a monologue is a written text being spoken out. *Second*, the teacher's teaching (and learning) skills, particularly in implementing GBA in teaching speaking, were also a little bit subjective since there was no any measurement proving that she understood and implemented it well.

In addition, there were some points not discussed deeply in this study such as what kinds of methods and techniques are applicable in teaching speaking using GBA. Therefore, studies in relation to applicable methods and techniques in teaching speaking using GBA had become one of the recommendations of the current study. Speaking ability to be investigated can also be broadened into dialogues either formal or informal. Thus further researchers can discuss literacy-based speaking ability using Genre-Based Approach, for instance. Related studies in different level of schooling can also be implemented for further researchers.

For educational practitioners, it is recommended they have a look at this study so that they can adjust some applicably beneficial items so that they can enrich their teaching and learning processes, especially when they teach speaking

and any other texts. It is also suggested that they pay attention to their existing circumstances so that everything is in accordance with their situations.

This chapter has concluded and recommended several points related to the study. Both research questions proposed in Chapter One was discussed. Limitations of the study were already stated so that it was hoped to be objective. Finally, some recommendations either theoretical/ methodical or practical had already been delivered.

