

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section provides conclusions and suggestions related to teacher's strategies in teaching speaking to students at secondary level and students' response to the strategies employed by the teacher. Conclusions are formulated from findings and discussions of the research, and suggestions are directed to English teacher and further researcher.

5.1 Conclusions

Having investigated and portray teacher strategies in teaching speaking to students at secondary level, and students' response towards the strategies that the teacher used, the following are conclusions derived from findings and discussions of this research.

1. The strategies of teaching speaking that the teacher used were cooperative activities which was employed in the first, second, and third observation, creative task which was employed in the third and fourth observation, role play which was employed in the first and second observation, and drilling which was employed by the teacher in each observation conducted by the researcher.
2. Students' response towards the strategies used by the teacher reveal positive attitude as they responded that the strategies helped them to speak, provided them with the presentation of material visually, motorically, and

audibly, as well as concerned oral production of students whose participation was emphasized.

3. Students' confidence are crucial to be built up in speaking activities so that students, who were or were not accustomed to class performance, are motivated to do their best and willing to perform. This implies that any mistakes that students make do not destroy their confidence, instead feedbacks and corrections enhance students enjoying the learning process.
4. The selection of material presented in speaking lesson is also vital in achieving learning objectives. Materials which are contextual and related to students' daily life help them generate their existing knowledge to do the task requiring new knowledge.
5. Integrating four skills of language in teaching speaking to students at secondary level inevitably exists. The teaching of speaking does not solely include speaking skill as the other skills of language are intertwined. Before speaking, listening activity is necessary if new knowledge to be delivered, even it is sometimes inevitable that reading and writing is included in the teaching of speaking. However, from the very beginning, it is decided that the expected output is oral production of students or students are able to speak or utter ideas and expressions.

5.2 Suggestions

There are some suggestions which can be useful for English teachers and further researchers. The suggestions, which are based upon findings of the research, are as follows.

1. It is suggested that teachers use other strategies of teaching speaking in accordance with students' characteristics and level of proficiency.
2. Teachers are to provide interactive materials which involve students to be active by using various available media for the implementation of teaching speaking.
3. For another further research, it is important to make other attempt in other three skills of language, listening, reading, and writing. Besides, further research may portray the strategies of teaching speaking by comparing the use of speaking strategies in urban and suburban areas. In addition to the strategies in urban and suburban areas, further research may focus on problems of the implementation of speaking teaching strategies in urban or suburban areas.