

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is designed to conclude and suggest other practitioners based on the previous chapter's findings and discussion. This chapter is divided into two parts. The first part is conclusions, and the second part is suggestions.

5.1 Conclusions

This study investigated what factors that online group discussion has in improving students' speaking skills. This study also proved the students' speaking skills improvements after using online group discussion by using one class in high school filled with fifteen students as participants. Twelve students improved their speaking skills in these aspects, respectively; grammar, vocabulary, comprehension, fluency, and pronunciation. The purpose of this study is to figure out how online group discussion can improve students' speaking skills. There are six factors that make online group discussion can improve students' speaking skills.

The first factor is the speaking opportunities through online group discussion enactment. Students were encouraged to speak English at a given time for online group discussion. All students have the same opportunities for speaking. Meanwhile, it depends on the students whether they will speak or not. That's why the teacher should encourage students to speak more in online group discussions, as a successful discussion is when everyone joins and speaks in the discussion.

The second factor is the good habit formation in speaking English through online group discussion enactment. Students are forced to keep the good habit formation in speaking English even after online group discussion ended. As they have to keep speaking in English every online group discussion lesson, the good habit formation in speaking English in daily life is evident. It helps students in improving their speaking skills.

The third factor is experience-sharing through online group discussion enactment. Students were encouraged to share their ideas with their teammates at a given time for online group discussion. In the online group discussion, students could

share their topic experiences and solve the questions together. There is no constraint whatsoever as the teacher's role is only an observer and guide when students need help when they share their opinions in the group.

The fourth one is learning assurance through online group discussion enactment. Online group discussion provides the reduction on limitations of time and place. Students could join online group discussions wherever they are without having to be in the same place. This assurance can make students become more relaxed and lessen the nerve to speak in the classroom, so they can be more active in online group discussion activities.

The fifth one is active participation through online group discussion enactment. Most students started to participate actively in the discussion from the third lesson. Students' speaking skills also improved as students keep their ground to actively speak English in the online group discussion activity.

The last one is interesting ICT features through online group discussion enactment. The challenges that online group discussion faced was internet error and lack of participation because students get bored easily. The teacher used some interesting ICT features to keep students engaged in online group discussion, such as different topics to cover every lesson, follow-up questions, and funny filters.

To sum up, this study has proved the contribution of these six aspects in online group discussion to improve students' speaking skills. Online group discussion characteristics that helped students in improving students speaking skills are speaking opportunities, good habit formation in speaking English, experience sharing, learning assurance, active participation, and interesting ICT features through online group discussion enactment.

5.2 Suggestions

After the conclusions in the previous session, this session provides some suggestions for the English teacher, students, and future researchers on this subject as follows:

1. To the Teacher

The English teacher should prepare for what kind of text students have to learn using group discussion, what topics in every lesson that students have to discuss, and always update the topic as there might be a hot topic that could be fun to discuss. The teacher should always be open-minded to every students' opinion, as in opinions, students can say whatever they want to say as long as it is still appropriate. The teacher must also give students a variety of media to increase students' interest in the learning process of the classroom. In addition, the teacher is required to provide opportunities for students to express their ideas and imaginations during the discussion. This has an impact on making students' mindsets more developed. In speaking, using group discussion can be an effective way to make students more communicative as they frequently talk with their teammates more than the teacher.

2. To the Students

Students should always speak in English while doing online group discussion activities to get good habit formation of speaking English which will be very useful for improving their speaking skills. In addition, they must actively participate in all tasks and activities and help their friends in need. The key is to maintain the motivation for each study so that there are always some improvements in speaking skills.

3. To the Future Researchers

The researcher suggests that other researchers prepare all the needs and the media as well as possible. Apart from the lesson plan and topic to discuss, the researcher should also consider the worst scenario in every lesson and what they should do in that situation. The class atmosphere will be difficult to control if many students are out of focus because the teacher and students were not present in the same room. So, the researcher should prepare interesting topics or questions for students and let them discuss them with their teammates. The interesting ICT features can make students feel less bored, more focused, and confident.