

## CHAPTER V

### CONCLUSSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research and some proposed suggestions. The conclusions are put forward based on the research analysis and research findings while the suggestions are recommended to those who are interested in the study addressed here. Hopefully the conclusions and suggestions are able to make some important contributions to students' speaking English in classroom interaction.

#### 5.1. CONCLUSSIONS

Based on the research questions stated in Chapter I, the present study investigated a number of issues as presented in discussion of interaction in speaking activity and students speaking English in different classroom interaction patterns. The conclusions are presented in order that the result of findings and discussions are easy to understand that can be drawn as follows.

In accordance with the first research question, the findings of the interaction between the lecturer and the students in speaking activity in the classroom can be concluded as follows:

1. The students and the lecturer still used *Bahasa Indonesia* as an instructional language in the English lesson classroom.
2. The learning and teaching process was dominated by the same students who have a high confidence in participating in speaking English.
3. The students tended to like group work as an activity that could be used to improve their ability in speaking.

4. As a class that is prepared for international class, it was ineffective for teaching learning process especially for speaking English when the class consists of 52 students in classroom.
5. The lecturer could play the role well as a controller, facilitator, and resource.
6. The students and the lecturer could bring intensive, responsive, and transactional language in the classroom.

Furthermore, related to the second research question, the findings of the study on students' speaking English in different classroom interaction patterns can be summarized as follows.

1. The students could be an active one if they practiced speaking in group work.
2. The students tended to be passive in the whole class interaction. They tended to depend on others' respond to interact in the classroom, so that they did not focus on materials.
3. The students could prepare their speaking ability well in presentation.
4. The students tended to use *Bahasa Indonesia* in pair work.

## 5.2. SUGGESTIONS

In accordance with the conclusion, there are some general points recommended to develop students' speaking English in classroom interaction.

These general suggestions are expected can be useful for the English teacher, students, and the other researchers.

### **5.2.1. For English Teachers**

The result of the study can be useful for improving their teaching – learning activity. The teacher and students can create an interactive situation together for building a comfortable situation during the teaching-learning process. Students-centered method can be conducted by the teacher in classroom interaction patterns. The teacher can involve students in all activity. Beside that, the teacher also can bring communicative situation by finding students need in teaching learning process. Students need support and motivation to get their confidence in speaking English. By giving the same opportunity to all students to participate in speaking English can create an interactive situation. Meanwhile, to solve the problem related to students' speaking English, Brown (2001) suggests in order that the teacher works hard to overcome the problem by (1) using techniques that accommodate learners need, (2) providing techniques to raise students' intrinsic motivation (3) encouraging the use of language in meaningful context, (4) providing appropriate feedback and corrections, (5) capitalize on the natural link between speaking and listening, (6) giving students opportunities to initiate oral communication, and (7) encouraging the development in speaking strategies.

### **5.2.2. For Other Researcher**

In doing study, researcher sometimes face some difficulties during investigation of the study. Actually, the difficulties can be avoided if the

researcher doing the preparation well. In this study, the researcher faced the problems with time, because the study was conducted at the end of semester. Consequently, there were some studies which were conducted in extension class. Therefore, the researcher should prepare and manage the time for doing the research well.

This study has investigated students' speaking English in classroom interaction at tourism marketing management department of UPI. As the limitation of the research findings on those points, the writer suggested the upcoming researchers to conduct studies in a wider range of level and participants, a deeper investigation, and different kind of department which needs English as a main instructional language. Finally, the result of study can make the contribution for developing a better educational world in the future.