

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

This study was conducted to investigate the teacher strategies in teaching speaking skills to the eleventh-grade students of SMAN 1 Kupang. Based on the research findings and discussion presented in Chapter IV, the conclusions are drawn according to the research problems as follows.

First, related to the first research problem concerning the speaking teaching strategies used by English teachers, the findings show that the teachers employed various communicative and student-centered strategies. Teacher 1 used role play, group discussion, and dialogue practice, while Teacher 2 applied storytelling, oral presentation, pair work, and information gap activities. These strategies were chosen to encourage students to actively use English in the classroom and to improve their confidence in speaking.

Second, in response to the second research problem regarding how the teachers implemented the speaking strategies, the study found differences in implementation between the two teachers. Teacher 1 implemented the strategies consistently with the lesson plan (RPP). The teaching activities were well-structured, guided, and closely followed the planned steps. Meanwhile, Teacher 2 implemented the strategies more flexibly by adapting them to classroom conditions and students' needs. Although most

of the planned strategies were applied, the implementation sometimes varied in terms of time management and classroom control.

Third, related to the third research problem about the challenges faced by teachers and how they overcame them, the findings indicate that both teachers encountered several difficulties. The main challenges included students' limited vocabulary, low confidence, fear of making mistakes, passive participation, and limited instructional time. To overcome these challenges, the teachers used group and pair work, provided motivation and guidance, created a supportive learning atmosphere, and adapted the teaching strategies to suit students' abilities and classroom situations.

In conclusion, the results of this study indicate that communicative and interactive strategies based on the Communicative Language Teaching (CLT) approach are effective in teaching speaking skills. However, the effectiveness of these strategies depends on consistent implementation, proper classroom management, and teachers' ability to adapt strategies to students' needs and learning conditions.

## **5.2 Suggestions**

Based on the conclusions above, several suggestions are proposed for English teachers, schools, and future researchers.

1. English teachers are suggested to continue using communicative and student-centered strategies in teaching speaking skills. Teachers should combine structured activities, such as dialogue practice and role play, with more expressive activities, such as storytelling and oral presentations, to develop

students' accuracy and fluency. Teachers are also encouraged to vary speaking activities and provide continuous motivation and positive feedback to help students overcome fear and build confidence in speaking English.

2. Schools are expected to support English teachers by providing adequate learning facilities and instructional media, including audio-visual and technological tools. School administrators should also facilitate professional development programs or training related to innovative teaching strategies, particularly in teaching speaking skills, to improve the quality of English instruction.
3. Future researchers are recommended to conduct further studies involving more participants, different schools, or different grade levels to obtain broader findings. Future research may also focus on students' perceptions of speaking strategies or examine the effectiveness of specific strategies quantitatively. In addition, research on the integration of technology in teaching speaking skills is suggested to enrich English language teaching practices.