

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher presents conclusions and suggestions related to the strategies used by teachers in teaching speaking. This final chapter synthesizes the core insights of the investigation, providing a definitive conclusion derived directly from the empirical findings and analytical discussions detailed in the preceding section. Furthermore, it offers strategic recommendations tailored to key stakeholders in the educational process—specifically English language educators, learners, and prospective researchers—aimed at optimizing future instructional practices and guiding subsequent scholarly inquiries.

#### **5.1 Conclusion**

This study aims to identify the teaching strategies used by English teachers in teaching speaking skills and determine the most dominant strategies applied at SMPK St. Joseph Kupang. Based on the findings and discussions in Chapter IV, the following conclusions are drawn:

##### **1. Strategies Used by Teachers**

This study found that teachers at SMPK St. Joseph Kupang applied various strategies based on their teaching objectives and students' characteristics. Teacher T1, who teaches grade VII, applies a discussion strategy to encourage students to collaborate, express opinions, and build critical thinking. Teacher T2, who teaches grade VIII, uses communication games to create a fun and relaxed learning atmosphere that motivates students to speak confidently. Teacher T3, also from grade VIII, applies a combination of discussion and role play to simulate real-life situations and improve students' confidence and fluency in using English. Each strategy was selected by considering pedagogical and contextual considerations.

## **2. Most Dominant Strategy**

Among all the strategies, the discussion strategy was found to be the most dominant, as it was used by two out of three teachers (T1 and T3). This strategy allows students to actively express their ideas, collaborate in groups, and practice speaking in real and meaningful contexts. Although other strategies such as communication games and role-playing are also effective, discussion appears to be the most frequently and consistently used strategy across grade levels. This reflects a communicative approach that supports students' speaking development while engaging them in meaningful, real-life communication.

## **5.2 Suggestions**

In light of the empirical insights garnered from this investigation, the researcher posits the following strategic recommendations. These evidence-based suggestions are designed to address the observed pedagogical challenges and optimize the efficacy of oral communication instruction for the relevant educational stakeholders:

### **1. For English Teachers**

It is recommended that English teachers continue to implement interactive and student-centered strategies such as discussions, role-plays, and communication games to improve students' speaking skills. Teachers should also consider students' characteristics and learning needs when choosing appropriate strategies to ensure effective learning outcomes.

### **2. For Future Researchers**

Future researchers are encouraged to continue exploring how English teachers implement different strategies in teaching speaking, particularly at the junior high school level. Research may focus on comparing the effectiveness of specific strategies such as role play, discussion, and communication games in different classroom contexts.

It is also recommended to conduct studies involving teachers across multiple grade levels, including Grade IX, to provide a broader understanding of how speaking strategies are adapted based on students' language development and curriculum needs. Further research could investigate how the chosen strategies align with the communicative approach and how they support student interaction, fluency, and classroom engagement.

### **3. For Students**

Students should actively participate in speaking activities such as discussions, role-plays, and communication games. These activities not only improve speaking skills but also build confidence and interaction skills, which are important in language learning.

#### **5.3 Challenges and Solutions in Teaching Speaking**

During the research, several challenges faced by teachers in implementing speaking strategies were identified through interviews. The challenges and solutions included:

##### **1. Lack of Students' Self-Confidence and Shyness**

**T1 stated:** "Some students were shy and afraid of making mistakes, so they stayed silent. I asked them to discuss in small groups before presenting."

**Solution:** The teacher used small group discussions and games to reduce students' anxiety when speaking in public.

##### **2. Limited Vocabulary and Grammar Knowledge**

**T3 stated:** "Sometimes they are confused about what to say because of limited vocabulary. I help by writing some key words on the board."

**Solution:** The teacher provided vocabulary lists or guiding phrases and peer support.

### **3. Uneven Participation**

**T2 commented:** "Some students were very active, but others were silent. So I assigned roles to each group member to ensure everyone had a chance to speak."

**Solution:** The teacher distributed roles during group activities to encourage equal participation

### **4. Time Constraints in Class**

The limited class time makes it difficult to conduct longer speaking activities.

**Solution:** Teachers choose short but meaningful assignments and focus more on quality than quantity. They also give students speaking assignments for homework or presentations in the next session.

These findings indicate that although teaching speaking poses various challenges, teachers at SMPK St. Joseph Kupang are responsive and creative in overcoming them to ensure that students' speaking skills continue to improve.