

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research. It contains the conclusion and the suggestions for the research

5.1 Conclusion

This study included three primary purposes, starting with identifying the strategies of the English teacher at the Global Course Jambi in teaching speaking, exploring possible challenges that the teacher might encounter throughout implementing the strategies, and recognizing the problem-solving ways from the teacher to deal with the difficulties. These three intents were explored based on the Global Course Jambi teacher's viewpoint.

To elaborate, the initial goal of this study was to identify the English teacher's strategies in teaching speaking in the conversation class at the Global Course Jambi. The analysis revealed that the teacher utilized seven teaching styles during the learning process, including role-playing, drilling, simulation, discussion, and presentation, storytelling, and communication games. Nonetheless, role-playing, simulation, and communication games were the most dominant strategies implemented by the teacher.

The second purpose of this research was to explore the difficulties that the teacher in the conversation class faced when implementing the teaching strategies. According to the findings, the participant encountered certain problems which incorporated maintaining a pleasant learning atmosphere, promoting student participation, the student's aptitude, and lack of vocabulary from the students.

Lastly, this study intended to recognize the solutions from the English teacher to overcome the issues regarding the implementation of the selected teaching strategies. The findings showed that the teacher solved the problems by adding more vocabulary to the students so that they could remember them through memorization and putting them together to form correct sentences in English.

5.2 Suggestions

As per the findings and their descriptions, the researcher delivers three suggestions for enhancing the teaching quality of speaking skills. First, the teacher are advised to decide on acceptable teaching strategies and develop numerous strategies for teaching speaking that can be utilized in order to meet the learning goals. Second, the teacher are also encouraged to straighten up their teaching capabilities through a variety of interactive activities while carrying out diverse teaching methods. Third, the teacher, as facilitators in the learning process, should elevate students' speaking abilities by employing several ways to ensure that students follow the lessons with fun and enjoyment.

For other researchers in the future, this research only used qualitative methods, and the results were only based on data taken at this research site, so it is suggested for other researchers to use quantitative research so that the results are more general and include learning and other strategies used in the course others so that you get a general and obvious picture.