

CHAPTER V

CONCLUSIONS & SUGGESTIONS

After analyzing and presenting the data obtained in the previous chapter, this chapter explains the conclusions obtained based on the results and findings of the research, and this chapter also explains the suggestions intended to provide information for those interested in conducting further research in this field.

A. Conclusions

Based on the findings, analysis and data processing in the previous chapter, the researcher can conclude that:

1. Regarding teacher's innovation in teaching speaking related to the use of dialogue techniques, it can be said that during the learning process, teachers apply various innovations in every stage or step of their teaching, especially in teaching speaking using dialogue technique. These innovations include the use of visual media such as video playback in the form of animations and images by utilizing the use of technology that can attract students' attention in learning, arranging time for dialogue according to students' needs and abilities, providing examples of dialogue by simplifying dialogue, explicit sentence patterns in dialogue, more repetition, breaking down or multiplying speaking indicators, and providing comprehensive and meaningful feedback to each student. By carrying out various innovations that have been carried out by the teacher, students can be motivated to be interested and enthusiastic in learning, as well as creating a more lively learning atmosphere and creating a learning atmosphere that runs well and

there are new things in the learning process that can improve the quality of teaching and student learning outcomes.

2. Most students gave good and "very positive" responses to the dialogue techniques used by teachers in teaching speaking. They showed motivation and enthusiasm in learning English on speaking skills, such as working together with groups in dialogue that can make students actively participate in dialogue activities, and more confident in speaking English. Most students feel more helped in improving their speaking skills, and students also feel enthusiastic in learning, confident, and helped in improving their speaking skills. Therefore, based on student responses, it shows that dialogue techniques can effectively support the development of students' speaking skills.

B. Suggestions

1. For Teachers: The teacher are advised to continue to develop innovations in teaching speaking using dialogue techniques, such as by using and utilizing technology as well as possible so that learning becomes more interesting and of course paying attention to student interests and the learning context. In addition, teachers are also advised to always involve students in designing dialogues to be more motivated, and teachers are also advised to provide specific evaluations and feedback to students during dialogue practice to improve their abilities.
2. For Students: Students are advised to participate more actively and get involved in English learning including speaking skills, especially by using

dialogue techniques so that students are encouraged to practice speaking skills. For example, by making dialogues in English to improve their ability to speak English.

3. For Future Researchers: This study can be a basis for further studies on the long-term impact of teacher innovation on improving students' speaking skills. Future researchers can explore more varied types of dialogue, such as those based on local culture and global issues to see their impact on students' speaking skills. In addition, other researchers can dig deeper into the effectiveness of each innovation on students with different levels of ability.



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