

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and detailed discussion, several important conclusions can be drawn regarding the teaching of speaking at SMAN 16 Padang:

1. The Teacher's Speaking Strategies

The English teacher employed a range of strategies to improve students' speaking skills in the topic "Introducing Self." These included modeling, drilling, scaffolding, role-play, and group and pair work. Such strategies are consistent with the Communicative Language Teaching (CLT) approach, which emphasizes student interaction, authentic communication, and learner autonomy (Richards, 2006). The teacher's choice of strategies was context-sensitive and tailored to the students' needs, creating opportunities for both structured and spontaneous oral production. Additionally, the use of repetition, substitution drills, and prompts reflected traditional yet effective techniques for developing fluency in early-stage learners (Brown, 2001).

2. Implementation of the Strategies

The implementation process followed a clear sequence through pre-activity, while-activity, and post-activity stages. Each phase supported the systematic development of speaking skills. In the pre-activity stage, the teacher provided context and motivation. During the while-activity

phase, she used guided practice and interactive tasks to promote speaking. In the post-activity phase, feedback and reflection were conducted to evaluate performance. This structure aligns with Harmer's model of lesson staging (Harmer, 2007), allowing for a smooth transition from controlled practice to freer production. The teacher also provided scaffolding, such as vocabulary lists, sentence starters, and visual aids, which supported learners within their Zone of Proximal Development (Vygotsky, 1978). Her role was not merely as a knowledge provider but as a facilitator of communicative competence.

3. Teacher's Pedagogical Sensitivity and Adaptability

The findings revealed that the teacher demonstrated a strong level of pedagogical sensitivity, especially in recognizing students' affective factors such as shyness, fear of making mistakes, and lack of vocabulary. Her consistent encouragement and constructive feedback helped lower the affective filter (Krashen, 1982), allowing students to speak more freely and with greater confidence. Furthermore, the teacher's adaptive teaching—adjusting speaking tasks, slowing down speech, and repeating instructions—indicates a reflective and learner-centered approach. This supports the belief that effective language teachers are those who adjust instruction in response to classroom realities (Richards & Lockhart, 1996).

Overall, the study confirms that the strategic teaching of speaking, when grounded in both theory and practical experience, can significantly support student progress, especially in early stages of English learning.

B. Suggestions

Based on the research outcomes, the following suggestions are proposed for English teachers, students, and future researchers:

1. For English Teachers

It is recommended that English teachers continue implementing communicative strategies in speaking classes, particularly when teaching basic topics such as self-introduction. Modeling and guided drills provide students with the structure they need, while pair and group work offer them the chance to interact and build fluency (Brown, 2001; Harmer, 2007). Teachers should also consider incorporating authentic materials such as audio recordings or video prompts to enrich the speaking context. Additionally, teachers must be responsive to learners' emotional states, creating a supportive and low-anxiety environment conducive to oral participation (Krashen, 1982).

2. For Students

Students should make an effort to engage actively in speaking tasks, even when facing anxiety or limited vocabulary. Speaking practice is essential for fluency development, and learners should be encouraged to use English outside the classroom in informal settings. Using strategies such as self-recording, peer feedback, and daily conversation practice may

boost their confidence and performance. Moreover, students are encouraged to view errors as learning opportunities rather than failures, as supported by Nunan (2003), who emphasizes the value of trial and error in language acquisition.

3. For Future Researchers

Further research may focus on comparing the effectiveness of specific speaking strategies across different topics or proficiency levels. For example, future studies might explore how scaffolding works for teaching more complex speaking topics such as giving opinions or storytelling. In addition, researchers could investigate how teacher training in strategy use affects classroom implementation. Expanding the scope to include student feedback or classroom discourse analysis could also enhance understanding. Finally, integrating technology-enhanced speaking tools such as mobile apps, digital storytelling, and speech-recognition software could open new dimensions for both research and classroom practice (Thornbury, 2005; Warschauer & Kern, 2000).

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