

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to analyze the strategies used by English teachers in teaching speaking to seventh-grade students at SMPN 1 Kota Solok. Data were collected through three instruments: four classroom observations, semi-structured interviews with teachers, and an analysis of teaching modules and lesson plans. Based on the results of data triangulation from these three sources, it was found that teachers applied four main strategies in speaking instruction: acting from a script, discussion, communication games, and prepared talks and presentations. These four strategies align with the theoretical framework proposed by Jeremy Harmer (2015).

What is interesting about these findings is that these strategies were not applied randomly but followed a planned and progressive sequence. In the first session, the teacher began with “acting from script,” the most structured strategy, in which students were asked to repeat phrases, imitate pronunciation, and practice self-introduction sentences according to the model provided by the teacher; this approach provided the linguistic foundation students needed before they were asked to speak more independently. By the second and third sessions, the teacher began encouraging students to participate more actively through discussion strategies and communication games. Discussions took place through pair work and group Q&A sessions on the topics of self-introductions and family members. The communication

games, which involved a quiz where students had to guess family relationships, proved effective in significantly boosting student enthusiasm and creating a more enjoyable and relaxed learning atmosphere.

In the fourth session, the "strategy prepared talks and presentations" activity was the most student-centered, in which students conducted group interviews in English. This development reflects the principle of scaffolding-based learning, where students are gradually guided from controlled practice toward more independent and communicative language production. Nevertheless, this study also identified several challenges encountered during the learning process. Students' limited vocabulary, low self-confidence, and limited learning time were the main obstacles found in nearly every session. Additionally, there was a gap between the lesson plan and classroom implementation, particularly regarding student engagement, where some students tended to be passive and not fully involved in speaking activities despite the use of a variety of strategies. Overall, the four strategies implemented by the teacher reflect a communicative, well-planned, and responsive approach to students' needs. The success of these strategies depends not only on their selection and sequence of application but also on the teacher's guidance and the students' own characteristics.

B. Suggestion

1. For Teachers

Teachers are encouraged to maintain a progressive approach when implementing speaking strategies. In addition, more specific

differentiation strategies are needed such as step-by-step scaffolding, ability-based assignments, or special support for students who are still passive so that all students have meaningful opportunities to practice speaking in English.

2. For Students

Students are encouraged to be more willing to take risks when speaking English in class. Mistakes are a natural part of the learning process. By actively participating in every speaking activity whether through discussions, games, or presentations students will more quickly develop their confidence and speaking skills.

3. For Future Researchers

Future researchers are advised to further explore how specific interventions, such as vocabulary pre-teaching, differentiated grouping, or peer mentoring, can help narrow the participation gap identified in this study. A triangulation approach, such as the one used in this study, has proven effective in revealing the differences between planning, teachers' perceptions, and classroom reality.

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