

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of classroom observation data, this study found that the English teachers at MAN 1 Bukittinggi applied a number of specific strategies in teaching speaking, which can be categorized according to Thornbury's (2005) three-stage framework: awareness-raising, appropriation, and autonomy.

In the awareness-raising stage, T1 applied an eliciting strategy to activate students' background knowledge of the topic, combined with an explicit genre-structure instruction strategy, in which the structural elements of recount text (orientation, event, re-orientation) were directly taught and confirmed with the class through guided questioning before students produced their own text. T2, in this stage, applied a concept/vocabulary clarification strategy, explicitly distinguishing "title" from "main idea" to support students' subsequent oral justification of their answers.

In the appropriation stage, T1 used a combination of an individual drafting strategy, in which students applied the structure they had just learned to their own experience, a peer feedback strategy, in which students shared their drafts with a trusted peer for input and revision, and a teacher scaffolding strategy, in which the teacher supplied vocabulary and expressions in real time to help students complete their sentences, reinforced by a comprehension-checking strategy before moving

to independent production. T2, by contrast, relied on a guided questioning and justification strategy, repeatedly prompting students with "why" questions to elicit spoken reasoning; a systematic elicitation strategy, in which justification was drawn out for each answer option in turn; and a corrective feedback strategy, applied through a stand-up/sit-down routine tied to the quality of students' oral justification.

In the autonomy stage, T1 applied an independent presentation strategy, releasing full responsibility to students to deliver their recount story spontaneously in front of the whole class without teacher support. T2 applied a narrower individual oral reporting strategy, in which students delivered their prepared stories directly to the teacher on a one-on-one basis rather than to the whole class.

Overall, this study concludes that the teachers at MAN 1 Bukittinggi used a combination of eliciting, explicit instruction, peer feedback, scaffolding, guided questioning, corrective feedback, and independent presentation/reporting strategies across the three stages of Thornbury's (2005) framework. T1's strategies were more collaborative and peer-mediated, while T2's strategies were more teacher-directed and anchored in oral justification within a reading-based task.

B. Suggestion

Based on the findings and conclusion of this study, several suggestions are offered to teachers, students, and future researchers.

1. For English Teachers

Teachers are encouraged to design speaking activities that move deliberately through all three stages of Thornbury's (2005) framework, rather than allowing speaking practice to emerge only incidentally from activities centered on other skills, such as reading comprehension. In the awareness-raising stage, teachers should ensure that the language features being highlighted are directly relevant to the spoken language students will later produce, not only to comprehension-based tasks. In the appropriation stage, teachers are encouraged to provide more opportunities for peer-mediated, collaborative rehearsal such as peer feedback and guided pair work rather than relying primarily on teacher-directed question-and-answer routines, as collaborative rehearsal has been shown to give students a more supportive, low-stakes space to build confidence before independent production. In the autonomy stage, teachers should provide clear opportunities for students to present or communicate independently in front of their peers, as this public, spontaneous use of language reflects the ultimate goal of speaking instruction.

2. For the School (MAN 1 Bukittinggi)

The school is encouraged to support teachers in developing and sharing speaking-focused lesson designs that explicitly incorporate all three stages of the awareness-raising, appropriation, autonomy progression, for example through teacher training, peer observation, or collaborative lesson planning among English teachers. This may help ensure that speaking instruction is consistently prioritized across different classes and teachers, rather than depending heavily on individual teachers' own initiative.

3. For Future Researchers

Future researchers are encouraged to extend this study by analyzing additional observation meetings for each teacher, as the present study's conclusions are based on a single observed meeting (O1) per teacher and may not fully capture the full range of strategies such as eliciting, explicit genre-structure instruction, peer feedback, teacher scaffolding, guided questioning and justification, or independent presentation that each teacher may use across different lessons. Future studies may also benefit from comparing how these specific strategies are applied across different genres or skill-integrated lessons (e.g., reading-to-speaking versus writing-to-speaking tasks), to examine whether strategies such as systematic elicitation or individual oral reporting remain teacher-directed in other contexts, or whether they

become more peer-mediated, as seen in T1's appropriation stage. In addition, future research could incorporate student perspectives, such as interviews or questionnaires, to examine how students themselves experience and respond to specific strategies for instance, whether teacher scaffolding or corrective feedback is perceived as helpful or intimidating at each stage of the teacher's speaking instruction.



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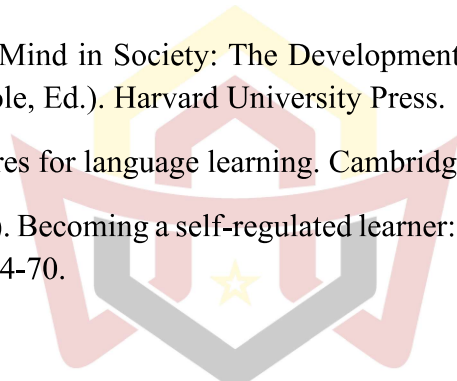
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