

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the findings and discussions of the study, which focused on the analysis of classroom management strategies in teaching speaking skills at SMPN 6 Seluma.

5.1 Conclusion

Based on the findings and discussion, the conclusions of this research are presented according to the two research questions.

First, the English teachers at SMPN 6 Seluma applied different prominent classroom management strategies in teaching speaking skills. Teacher 1 prominently used role play and dialogue activities, particularly by connecting speaking activities with students' daily-life contexts. Teacher 2 prominently used dialogue activities supported by video-based tasks to provide students with opportunities to practice communicating in English. Teacher 3 prominently used interesting and engaging materials supported by dialogue activities and peer interaction to increase students' interest and participation in speaking activities. These strategies were supported by classroom management practices such as clear instructions, motivation, positive reinforcement, flexible grouping or pairing, and maintaining a conducive classroom environment.

Second, the three English teachers applied their strategies flexibly according to students' needs, learning materials, and classroom conditions. Teacher 1 applied role play and dialogue through daily-life speaking activities and flexible pairing of students, particularly pairing more active students with less active students. Teacher 2 applied dialogue through peer interaction and supported the activities

with videos, clear instructions, and positive reinforcement. Teacher 3 applied interesting materials through dialogue and group activities, while providing examples, step-by-step guidance, motivation, and supportive feedback. Therefore, the application of classroom management strategies provided students with opportunities to participate actively and practice speaking English in a supportive classroom environment.

5.2 Suggestion

Based on the conclusions of this study, several suggestions are proposed for teachers, students, and future researchers. For English teachers, it is recommended to further develop and vary classroom management strategies, especially in using more diverse and engaging instructional methods such as group work, games, and interactive media. Teachers can also encouraged to consistently link learning materials to students' real-life contexts and interests in order to increase motivation and participation. For students, they are expected to be more active and confident in participating in speaking activities. Students should not be afraid of making mistakes and should take advantage of opportunities provided by the teacher, such as pair work and dialogue practice, to improve their speaking skills. For future researchers, it is suggested to conduct further studies with a larger number of participants or in different educational contexts to obtain more comprehensive results. Future research may also explore the effectiveness of specific classroom management strategies or focus on other language skills to enrich the findings in the field of English language teaching.