

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

In the light of the findings from the study, the researcher drew the conclusions as follows.

1. The speaking skill in “*Bahasa Inggris*” textbook for the Tenth-Grade students has fulfilled the criteria of the speaking skill proposed by Alan Cunningsworth. Firstly, the textbook has covered the kinds material for speaking, including oral presentation, pronunciation practice, dialogue, roleplay, discussion, and communication activities (information gap). Second, the specific strategies for conversation or other spoken activities have been provided in the textbook, including introducing self, congratulating, complimenting, expressing intention, and giving talks. Third, the textbook has provided the practice materials to cope with unpredictability in spoken discourse, including dialogue and oral work.

This study was conducted to analyze the speaking skill in six chapters of “*Bahasa Inggris*” textbook that were covered in the first semester.

- a. The kinds of material for speaking were found in all chapters. Oral presentations were presented in Chapter 1, 3, 4, 5, and 6. Pronunciation practices were found in Chapter 1, 2, 4, 5, and 6. Roleplay were provided in Chapter 1, 2, 3, 4, and 6. Meanwhile, dialogues, discussions, and information gap activities were found in all chapters.
 - b. The specific strategies for conversation or other spoken activities were also provided in all chapters. Introducing self was found in Chapter 1, while congratulating and complimenting were found in Chapter 2. Expressing intention was found in Chapter 3. Meanwhile, giving talks were found in Chapter 4, 5, and 6. However, debate was not found in the textbook.
 - c. The practice materials to cope with unpredictability in spoken discourse were found in all chapters. Dialogues were found in Chapter 1, 2, and 3. Meanwhile, oral works were found in Chapter 4, 5, and 6.
2. The speaking skills in “*Bahasa Inggris*” Textbook for the Tenth Grade were relevant to the 2013 Curriculum. The speaking activities in the textbook were relevant to Core Competency (KI),

Basic Competency (KD), and also the speaking learnings outlined in the syllabus of the 2013 Curriculum.

B. Recommendations

The researcher makes some recommendations for teachers, authors of the book, and future researchers related to the analysis of the speaking skill presented in “*Bahasa Inggris*” textbook as follows.

1. For Teachers

Teachers should be able to choose the appropriate textbook for their students by considering specific criteria, especially for students’ speaking skill. “*Bahasa Inggris*” textbook can be the good one to use in English teaching and learning. This textbook contains a lot of materials or activities for speaking. Besides, this textbook also provides the specific strategies for conversation that are mostly used in daily conversation. In addition, this textbook also presents the practice materials that introduces the element of unpredictability to help students to cope with unpredictability in spoken discourse for real contexts.

2. For Authors

Textbook is mainly used by teachers in schools because it is an effective learning resource to easily access specific materials of a lesson and activities. The content of a textbook is the author’s responsibility. Therefore, authors should arrange the content of textbooks precisely by paying attention to a lot of aspects, for example the speaking skill. Authors should compile textbooks that can train students’ speaking skill optimally through varied and fun activities or practice materials in accordance with the learning goals of speaking at the students’ level. As a result, students will obtain the optimal output as well.

3. For Future Researchers

This study can be a reference for future researchers who decide to conduct the studies in the same scope. Besides, it is not deniable that this study still has many weaknesses to take into account for developing better research. Future researchers should apply other additional data collection techniques to strengthen the analysis of data. In addition, future researchers should be more careful in carrying out each research process and also examine more in-depth theories related to learning English in the scope of speaking skills to obtain better research results.