

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description and analysis of data from the previous chapter, the researcher draws the following conclusion:

1. **The Students' Educational Background in Joining Online Speaking Class at BI English Course**

BI English Course's online speaking classes have students from diverse educational backgrounds and grade levels. Their previous schools lack strong English expertise and did not require daily instruction in English, and there were no English extracurricular classes to support speaking skills. So it be concluded educational background did not play an important role in students' participation in speaking activities.

2. **The Students' Interpersonal Skills in Joining Online Speaking Class at BI English Course**

BI English Course' students despite their educational backgrounds, demonstrated strong interpersonal skills including; effective communication, group interactions, and engagement in online discussion. These skills significantly contributed to their success in online speaking classes, highlighting the importance of social interactions in language learning. Thus, it could be concluded that interpersonal skills played a key role in students' participation in speaking activities and in creating an engaging learning environment.

3. **The Impact of Students' Educational Backgrounds and Interpersonal Skills on Their Speaking Skill**

Students' speaking skill were not significantly influenced by their educational backgrounds. Active communication practice can improve speaking abilities, especially among students from ordinary educational backgrounds, regardless of their backgrounds. However interpersonal skills positively impacted; effective

communication, active participations, and confidence, emphasizing the importance of classroom culture.

B. Recommendation

Based on the conclusion above, researcher hopes that this research can be useful to teachers, students and other researchers.

1. For the English Teacher
 - a. English teachers at BI English Course can utilize their knowledge of students' educational backgrounds to design more focused and tailored learning experiences to meet individual needs. This includes identifying students who have participated in programs such as BI English Course and providing more appropriate challenges based on their skill levels.
 - b. Teachers can ensure that online-based learning still incorporates interpersonal aspects, such as collaboration and effective communication, as students have indicated that they value these aspects. Teachers can facilitate and encourage discussions and cooperation in the virtual learning environment.
 - c. Teachers should also consider the crucial role that parents play in students' interpersonal development. This means involving parents in monitoring students' progress and supporting their interpersonal growth.
2. For the Students
 - a. Students at BI English Course can confidently leverage their educational backgrounds in online classes. They can communicate with teachers if they feel their skill levels differ from others, so that teachers can provide appropriate challenges.
 - b. Students can actively participate in collaborative activities and practice effective communication skills. This will help them maximize the benefits of online learning and prepare for speaking situations in the real world.
 - c. Students can recognize the positive role parents play in their interpersonal development and make the most of it. They can discuss their progress in interacting

with friends with their parents and seek feedback and support.

3. For the Researcher

- a. Future research can delve deeper into analyzing the influence of students' educational backgrounds, including programs like BI English Course, on online learning. This will provide a more profound insight into how previous education impacts students' abilities in digital learning environments.
- b. Subsequent research can expand on the investigation of students' interpersonal skills, exploring more profoundly how these skills develop during online learning and whether there are differences across age groups and schools.
- c. It is essential to further explore how parents can actively support students' interpersonal development in the context of online learning. Further studies can analyze the impact of parental involvement and effective methods for engaging them in their children's virtual education.

