

## **CHAPTER V**

### **CONCLUSIONS & SUGGESTIONS**

This chapter is the final chapter of learning. This chapter offers two explanations, conclusions, and suggestions. The conclusion is intended to summarize the research paper and determine whether the research question was properly answered. It contains some advice for students, teachers, and future researchers.

#### **A. Conclusion**

The conclusions of this study are deduced from the analysis and findings of the two provided research questions: 1) How does EFL classroom discourse influence the development of oral communication skills? ; 2) What activities does to teachers oral communications skills happens in EFL Classroom discourse'? The following points summarize the research findings and discussion in the preceding chapter.

To start, exploring EFL classroom discourse on the teaching of oral communication skills using observation and interviews as instruments. Based on data collected from observations and interviews, the findings show that exploring EFL classroom discourse on the teaching of oral communication skills is very influential. These findings reveal significant evidence of student and teacher engagement in the classroom directly. This interview conducted by one teacher shows that the importance of oral communication skills in the classroom is very influential. Oral communication skills refer to the ability to express oneself effectively through spoken words. This skill is essential in various aspects of personal and professional life, as effective communication is essential for building relationships, exchanging information, and achieving common goals. This happens between students and teachers. Influence in oral communication skills plays a crucial role in shaping classroom discourse, impacting the learning environment, student engagement, and overall academic success. Effective oral communication skills encompass the ability to articulate thoughts clearly, express ideas coherently, actively listen, and engage in meaningful conversations.

In oral communication, questions and answers are crucial because they promote interaction, information sharing, and the smooth flow of the discourse. By stimulating a response from the listener, questions serve as a catalyst for communication. The act of asking involves kids requesting information or clarifications, requesting an explanation of something, and being able to articulate their thoughts using the terms what, who, where, why, and how. It is not brave of dominant pupils to ask inquiries. Fear of making mistakes, not understanding the subject matter, and not focusing on learning are the main causes of lack of bravery. Answering entails discussing, responding, and providing a response to a query, critique, etc. In the process of learning, feedback is essential, particularly when it comes to honing oral communication abilities.

## **B. Suggestion**

Referring on the conclusion of the initial investigation, this study proposes the following recommendations:

### **1. For English Teacher**

Improving oral communication skills in the classroom, especially for teachers, is essential for effective teaching and student engagement. Encourage teachers to actively listen to students, respond to their ideas, and ask probing questions to deepen understanding. Providing resources for teachers to improve their pronunciation and articulation, such as online courses or speech therapy resources.

### **2. For Student**

Able to encourage open-ended questions that encourage critical thinking and discussion. Improving oral communication skills in the classroom requires a combination of effective teaching strategies, interactive activities, and a supportive learning environment. Provide opportunities for students to practice public speaking through presentations, debates or speeches.

### **3. For Researcher**

Developing oral communication skills in a classroom setting, especially for researchers, involves fostering effective discourse, presentation, and discussion techniques. Facilitate discussions that encourage active participation, critical thinking, and collaboration among researchers. Implement peer review sessions to provide constructive feedback on presentation style, clarity, and content.

