

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter offers recommendations for future use and additional research, as well as the study's conclusion based on the findings and discussion in Chapter IV.

A. CONCLUSION

Based on the findings and discussion in the previous chapter, it can be concluded that the use of group discussion significantly contributes to building students' speaking confidence. This was demonstrated through improvements in several observable indicators such as students' willingness to speak, speaking fluency, voice clarity, eye contact, and body language. In addition, students gradually became more comfortable making mistakes, began to participate more actively, and showed higher levels of self-assurance when speaking in English.

Interview responses confirmed the findings of classroom observation, with students stating that speaking in a group context made them feel less anxious and more encouraged. The amicable atmosphere and peer support helped to alleviate their worry of being judged. Furthermore, the inclusion of audio and video recording increased the data's validity by allowing the researcher to more closely evaluate students' conduct and verbal performance. The recordings verified trends of development in confidence-related behaviors like fluency, expression, and engagement over time.

The findings of this study are consistent with relevant theories and previous research, such as those by Kirkpatrick et al. (2024), Supriyanto and Savitri (2024),

Rahmaniah (2022), and Rahmat and Jon (2023), who highlight the connection between student-centered interaction and confidence building. Additionally, previous studies by Mangunsong (2017), Khaerunnisa (2022), and Rahmawati (2019) support the idea that group discussion enhances students' speaking skills and classroom participation.

Furthermore, based on the interaction patterns and the flexible structure of the activities, the type of group discussion implemented in this research can be categorized as informal group discussion. This type of discussion allows students to speak freely, share opinions without strict rules, and develop their communication skills in a relaxed environment. The informal nature of the discussion helped students feel more comfortable and less pressured, which played a significant role in increasing their confidence.

Regarding students' perceptions, the majority of participants responded positively to the use of group discussion. They believed that this method helped them express their ideas more easily, reduced their fear of making mistakes, and made the learning process more enjoyable. The students also appreciated the peer support they received during the discussions, which made them feel more motivated and confident to speak.

In summary, group discussion has been shown to be an effective method for increasing students' speaking confidence in an EFL setting. It provides frequent opportunities to talk, reduces anxiety, promotes engagement, and fosters peer trust. All of which are necessary for confident communication.

B. SUGGESTIONS

Based on the findings of this research, the researcher proposed several suggestions:

1. For English lecturers, it is recommended that they incorporate group discussion activities into their speaking lessons on a consistent basis. The professor should create assignments that are organized yet flexible, use topics that are relevant to the students'

experiences, and establish a safe environment in which students can express themselves without fear. Lecturers could also explore recording classroom conversations to help them track student progress and improve instructional tactics.

2. For Students: Students are urged to take the lead during group discussions and make the most of the chance to practice speaking in front of an audience. They should view group conversations as an opportunity for mutual growth and not be scared to make mistakes. Peer support need to be welcomed as inspiration rather than coercion.
3. Future Researchers: Additional research can look into the use of group discussions in different educational settings or with students of varying skill levels. Researchers may also investigate the long-term impact of group discussions on speaking performance, or how recordings might be systematically evaluated to determine progress in speaking confidence.

By using and researching group discussion tactics, educators and researchers can help to develop more effective, student-centered approaches to improving English speaking abilities and confidence.

