

## V. CONCLUSION AND SUGGESTION

This chapter discusses about the conclusions and suggestions from the research.

### 5.1 Conclusion

After having results and discussion of the research, the researcher would like to draw conclusions as follows:

1. All components in negotiation of meaning: Trigger (T), Confirmation Check through Repetition (CCR), Confirmation Check through modification (CCM), Confirmation Check through Completion (CCC), Clarification of Request (CR), Response Self-Repetition (RSP), Response Other-Repetition (ROP), Response Self-Modification (RSM), Response Other-modification (ROM), Confirm or Negate Response (RN), and Follow-up are used by the students in their conversation.
2. The highest frequency of negotiation of meaning's component used by the students is Confirmation Check through Repetition (CCR) in 15 times. The less used component is Confirmation Check through Completion (CCC) in 1 time.
3. In the conversation most of students have difficulties in speaking English. Limited vocabulary and grammar become the biggest problem that they encounter while they are speaking English.

4. Most of the students' speaking score is at 60-69. 29 students (87.88 %) get score 60-69, 2 students (6.06 %) get score 70-79, 2 students (6.06 %) get score 50-59.

## **5.2 Suggestion**

Referring to the research findings and discussion on the previous chapter, the researcher would like to propose some suggestions as follows:

1. Students should be more active to practice English in order to improve their English ability. The students are expected to practice their speaking whether in class or out class.
2. The teacher is expected to be more creative in arranging the material. It supposes to create a fun English class so the students could enjoy the teaching-learning activity.
3. The teachers should motivate the students to learn a foreign language with objects which are known by them because those objects are familiar in everyday use.
4. Using realia in the teaching speaking could be a fun media to the students. Realia can become a thread between the student's own knowledge and what it could be totally new for them when learning a language.