CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the research based on the findings and discussion explained in the previous chapter. In this chapter, the researcher also provides suggestions for the teachers, the students, and the other researchers who have the same focus as the study.

5.1 Conclusions

Based on the data findings collected from classroom observations, interviews, and documentation related to the use of the Chain Drill Technique in teaching speaking using Personal Recount Text, the researcher draws the following conclusions:

1. The teacher successfully utilized the Chain Drill Technique based on the procedural stages. The teacher started the lesson by explaining the objectives of the activity and gave an example of a short dialogue related to the Personal Recount Text topic. During the main activity, the teacher utilized the Chain Drill in a well-executed pattern. This structured communication helped students to take turns interacting, moving from a teacher-student to student-student pairs. The procedure was conducted consistently throughout meetings, showing that the Chain Drill works well in speaking classes, especially those focusing on recounting past experiences. The students actively participated in speaking activities, even though their level of confidence varied. Most students were able to ask and answer questions using vocabulary related to the Personal Recount Text, such as past-tense verbs and temporal phrases.

However, at the beginning of the activity, several students showed hesitation due to shyness or lack of confidence in speaking English. As the Chain Drill progressed, their participation became increased. Overall, the Chain Drill Technique helped students to create repeated speaking opportunities that encouraged students to practice English sentences orally.

2. The teacher faced several problems during the teaching process, specifically related to students' comprehension and classroom time management. At first, some students found it difficult to understand the instructions of the Chain Drill and needed the teacher to give more explanations. Others struggled with confidence, often speaking in a low voice and avoiding eye contact. Additionally, the drill took longer than expected because the teacher had to spend more time encouraging passive students to partipate in it. These challenges showed that while Chain Drill works well, teachers must adapt the technique and use careful classroom management for successful implementation.

3. The teacher used several strategies to overcome these problems during the activity. To address students' hesitation, the teacher gave positive praise, motivational feedback, and modeled the correct way to pronounce words. Meanwhile, to manage limited time, the teacher modified the drill by creating smaller groups, ensuring every student still had a chance to speak. These strategies proved helpful in maintaining students' engagement and ensuring the Chain Drill could run efficiently. Overall, the utilization of Chain Drill Technique helps students' speaking practice for the Personal Recount Text

topic. Based on observation, interview, and documentation of classroom activities, this technique successfully increased student participation, provided frequent speaking opportunities, encouraged repeated speaking practice, and supported the development of fluency in recounting past events. Although several challenges emerged, appropriate teacher strategies helped ensure that the activity remained meaningful and productive. Therefore, Chain Drill can be considered a beneficial technique for teaching speaking in the context of Personal Recount Text.

5.2 Suggestions

Based on the conclusions, the following suggestions are proposed for teachers, students, and future researchers.

5.2.1. Suggestions for English Teachers

English teachers are suggested to continue implementing the Chain Drill Technique, especially in lessons focused on communicative fluency and controlled speaking practice. Teachers should ensure that instructions are delivered as clearly as possible by using simple language, showing examples, and using visual support when needed. Moreover, teachers should give consistent feedback to support student confidence and accuracy. It is also recommended that teachers prepare for shy students by creating a supportive classroom. To keep learning fresh, teachers can improve the Chain Drill by adding more interesting prompts, different kinds of questions, and rotating student roles.

5.2.2. Suggestions for Students

Students should actively participate in speaking activities and use all of the opportunities provided during Chain Drill session. Practicing regularly and learning more vocabulary related to Personal Recount Text will help improve their fluency and accuracy. Students who feel shy or afraid to speak should view the activity as a safe environment to practice, where making mistakes is considered part of learning. Taking these chances to speak, even when it feels challenging, is one of the direct paths for gaining confidence and mastering the language skills necessary for good communication. Consistent engagement with the Chain Drill structure will help maximize their learning outcomes in this context.

5.2.3. Suggestions for Schools

Schools need to support interactive speaking activities by providing adequate learning facilities, such as audio equipment, flexible desk arrangements, and extra learning materials. Schools might also consider holding workshops for teachers about communicative language teaching techniques to improve the quality of the lessons. It's also important for schools to make a comfortable and fun practice class, therefore students don't feel shy or anxious when they need to speak up. The other way, such as holding small, fun events or competitions for the students that require a lot of speaking, can also help to encourage their confidence.

5.2.4. Suggestions for Future Researchers

Future researchers are recommended to explore the Chain Drill Technique with a larger sample size or in different grade levels to gain wider insights.

Researchers could also investigate different versions of the Chain Drill, compare it with other speaking techniques, or use a quantitative method to measure fluency, accuracy, and motivation more precisely. Using a mixed-method design may also provide a deeper understanding of students' speaking development. It's also important for the next researchers to find out directly about what students think about the Chain Drill technique, or how they feel, so it can be seen which parts are the most helpful and which need to be improved.