

## CHAPTER FIVE

### CONCLUSION AND SUGGESTIONS

#### 5.1 The Conclusions

The six conversations transcribed showed the existence of the four conversational skills applied by the 12th graders of SMA Negeri 19, Medan.

The turn-taking was dominantly initiated by patterns of question and answer pattern, interruption and elicitation. Cooperativeness was also demonstrated. The topic shifting was initiated by the need to switch to another topic based on the key words provided in the previous sentence which triggered a comment. The topic clarification was initiated by questions and statements. The topic maintenance was initiated by personal opinions. The students had varied reasons which reflect the psychological problems in speaking English.

Conversation is not taken for granted. It is a complex social and pragmatic interaction in which the speakers are required to know more about a topic and contribute more information to the topic for the maintenance of the conversation to the satisfaction of both speakers.

#### 5.2 The Suggestions

Improving the skills to speak English requires some knowledge about the nature of conversation. It is, therefore, important to know the skills so that the students can speak fluently. Considering the problems dealing with the skills, the following suggestions are offered:

- 1) Students should be able to know the discourse structure of a conversation which can also be regarded as the conversational skills.
- 2) Students should be encouraged to tell anything or everything they think is relevant to the topic.
- 3) Students should be motivated to try their expressions in the interaction with their partners for more effective communication.
- 4) Teachers should learn how to handle a conversation so that they can also teach it more effectively.
- 5) Teachers should explore the different skills so that they can teach the strategies for speaking fluently.

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