

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

Referring to the findings and discussion of the research in the previous chapter, the researcher then summarizes the findings of the study and makes some suggestions for everyone who interacts with English textbooks, including teachers, students, and other researchers.

#### A. Conclusion

Based on the findings of this study, the speaking communicative activities in the textbook have five stages of the communicative continuum, which are non-communicative learning 11.76%, pre-communicative language practice 41.17%, communicative language practice 14.70%, structured communication 23.52%, and authentic communication 8.82%. These five stages have varied speaking activities and portions that are distributed in eight chapters of the textbook.

#### B. Suggestions

This chapter includes several suggestions based on the findings of this study for those who work directly with textbooks, such as teachers, textbook authors, and other researchers. The following are some suggestions:

1. For teachers: teachers need to emphasize the English teaching and learning process in a meaningful way and focus on speaking activities that stimulate students to use the target language for real communication. Also, the teachers should be able to create authentic communication activities to familiarize the students with the activities.

2. For textbook authors: they have to raise the awareness of the aims of the study of English in curriculum, that is to focus on communicative competence. To learn English, students have to be attentive to practice speaking activities, especially authentic communication activities. So the authors can pay more attention to put the activities that can help students to involve in real-life communication.
3. For other researchers: the next researchers can conduct a wider scope of research on speaking activities or the other skills, for the same, or different grades. As well as analyze the implementation of the activities in the teaching and learning process.

