

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The aim of this research was to analyze the implementation of teaching activities and to identify the challenges faced by the teacher in teaching speaking through recount text under the Merdeka Curriculum. The study focused on how recount text was applied in classroom practice and the extent to which it supported the development of students' speaking skills.

1. The findings revealed that the teacher implemented several communicative teaching activities such as narrating incidents or storytelling, pair work, group discussion, and role play. These activities encouraged students to express personal experiences, practice past tense structures, and build confidence in speaking.
2. In terms of challenges, the researcher identified both internal and external factors. Internal challenges included students' lack of confidence, limited vocabulary, and hesitation to speak English. External challenges were related to limited classroom time, different levels of student competence, and the need for continuous institutional support.

While recount text activities proved effective in engaging students and enhancing their speaking practice, the success of implementation highly depends on the teacher's ability to manage both internal and external challenges. Therefore, teachers are required to be adaptive, creative, and well-supported by their

institutions to ensure that the goals of the Merdeka Curriculum in improving students' speaking proficiency can be fully achieved.

5.2 Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed for different stakeholders in order to improve the implementation of teaching speaking through recount text in the Merdeka Curriculum.

1. For English Teacher

It is suggested that teachers continue to develop more varied and creative teaching activities, such as storytelling, role play, and group discussions, to enhance students' engagement in speaking. Teachers are also encouraged to provide continuous motivation and positive feedback so that students feel more confident in expressing their ideas in English. In addition, the use of media and technology such as videos, pictures, and online tools should be considered to support the learning process and make the activities more interactive.

2. For Student

Students are encouraged to be more active in speaking activities and not to be afraid of making mistakes. Consistent practice is essential, both in the classroom and outside of it, for example by retelling personal experiences or practicing conversations with peers. By doing so, students will gradually improve their vocabulary, grammar, and fluency. Students should also recognize that speaking skill is developed through process and practice, not instantly.

3. For Schools/Institution

It is recommended that schools provide greater support for teachers through professional development programs, especially related to the implementation of the Merdeka Curriculum in English teaching. Schools should also ensure the availability of adequate facilities and teaching media to create a more interactive learning environment. Furthermore, flexible scheduling should be considered so that teachers and students have sufficient time to carry out speaking activities effectively.

4. For Future Researchers

Future researchers are encouraged to conduct broader studies by involving more schools or by comparing the implementation of speaking activities in different educational contexts. Other skills such as listening or writing can also be investigated to gain a more comprehensive understanding of English teaching in the Merdeka Curriculum.