#### **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This last chapter presents the conclusion of the study and suggestion for further study to make the better study generally in investigating speaking skill especially concerning on fluency and accuracy.

## A. Conclusion

Based on the research findings and discussion to answer the two research questions on "how are the fluency and accuracy of students' speaking skill in Speaking for Formal Setting class" and "to what extent do students' fluency and accuracy affect students' speaking score", the conclusions could be drawn are as follows.

1. Students' fluency and accuracy suggests a range of level. In term of fluency, three fluency levels are involved; (1) fluent, such as *Most of people including most of us do not know or even don't realize what the bullying is and how big the problem of bullying is,* the sentence was uttered smoothly without any fillers, pauses and reformulation; (2) fluent enough, like *the mor..immoral and the lack of regulation,* the speaker rephrase in the underlined showed the unintended word uttered and then it was self corrected; (3) not fluent, for example *They will ehh they feel they..they feel,* the filler ehh and the repetition is proved that the speaker is not fluent. Meanwhile, accuracy only covered two levels; (1) extensive, such as *What is employability? Actually,* 

it's just a general skill you need to get a job, to stay in job and to work the way to the top. The utterance had good grammatical control, wide range of vocabulary and large range of grammatical forms. (2) moderate level of accuracy for example *The existence of technology* is bring a big disaster for human's life. The sentence contained limited range of grammatical forms in the underlined words.

2. Furthermore, students' fluency influenced students speaking score much more than accuracy score. About 50% of students' speaking scores were gained from students' fluency. This great amount of fluency percentage is in line to the goal of Speaking for Formal Setting class which is engaging students to be fluent speaker like those native speakers. Meanwhile 20% of the whole are obtained from students' accuracy. The lower percentage gained by accuracy demonstrate that accuracy in speaking is less important. Besides, the left 30% likely belongs to another element of speech assessed such as delivery because of the formal speaking; the assessment of delivery is indeed another important element to assess dealing with Speaking for Formal Setting class.

# B. Suggestion

Based on the result and the process of research, the writer would like to give some suggestions to below people:

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<sup>&</sup>lt;sup>1</sup> Based on interview result to the lecturer of *Speaking for Formal Setting* class on Mei 26<sup>th</sup>, 2015

# 1. English teacher or lecturer

From this study, a concrete portray of students' speaking ability in term of their accuracy and fluency is described. English teachers, especially speaking teacher may use this study a reference to develop the appropriate teaching style and strategy in order to achieve the goal of speaking class which is to get students able to speak English as fluent as native speakers.

### 2. Students

Based on the research, it is found that there are several students who have very good fluency and accuracy, some other are good and another is not good enough. For students, especially students in *Speaking for Formal Setting* class, they should increase their motivation to improve their speaking skill primarily in their fluency and accuracy in speaking to speak English in a formal setting the way native speakers speak.

### 3. Reader or Further Researcher

This study may have many lacks that brings into imperfection to overcome the research problems caused by the limitation of knowledge, references, and time. Thus, it is expected to future researchers to learn from the lack and come to view the problems from other perspectives to make the future study better. So that it is expected for the enhancement of the education especially in English.