

# CHAPTER V

## CONCLUSION AND SUGGESTIONS

### A. Conclusion

Based on the results of the research in Chapter IV, the conclusions can be drawn as follows:

Prior to the introduction of the ICARE learning model, the students' speaking abilities were still poor, according to the results of the pre-cycle, Cycle I, and Cycle II. According to the pre-cycle results, students struggled with fluency and understanding, had a small vocabulary, frequently made grammatical and pronunciation mistakes, and lacked confidence. The average score of 56.4 indicated these issues, and only 15% of students received the required passing level. This suggests that the students needed a teaching strategy that supported their speaking growth through guided interaction and promoted active engagement.

The ICARE learning model was implemented in two cycles of classroom action research using the following structured stages: Introduction, Connection, Application, Reflection, and Extension. These phases gave students the chance to practice speaking through relevant communicative tasks, make connections between previously learned content and new information, and participate in reflective exercises to assess their development. The learning process was in line with Communicative Language Teaching

(Richards & Rodgers, 2014), which places an emphasis on meaningful communication and active learner engagement, and supported constructivist learning (Vygotsky, 1978), in which students improved their speaking abilities through social interaction and scaffolded support.

The results of the two cycles demonstrated that the students' speaking abilities were successfully enhanced using the ICARE learning model. From 56.4 in the pre-cycle to 70.4 in Cycle I and 82.6 in Cycle II, the students' average score improved. Additionally, the proportion of students who received the required passing score increased dramatically from 15% in the pre-cycle to 40% in Cycle I and 85% in Cycle II. Every area of speaking, including fluency, pronunciation, vocabulary, grammar, and comprehension showed improvements. These gains were made possible by the ICARE model's structured, interactive, and communicative learning opportunities, which made students more competent, self-assured, and engaged English speakers.

## **B. Suggestions**

Based on the results of the study, the researchers give some suggestions, which are as follows:

### **1. For Teachers**

Teachers are advised to use the ICARE model for speaking lessons, as this model has been proven effective in improving students' courage, vocabulary, pronunciation, and fluency in speaking.

## 2. For Students'

It is hoped that after implementing this strategy, students will become motivated and confident to speak English in front of the class. They should also improve their confidence in speaking to enhance their speaking skills.

## 3. For School

Researchers suggest that schools provide resources to help teachers and students learn and teach more effectively. In particular, English teachers are advised to improve their English teaching skills and create a positive learning environment so that students are motivated and enjoy learning English.