

CHAPTER V

CLOSURE

A. Conclusion

1. The students' speaking performance in the short drama videos uploaded on the Syarifah Irnina YouTube channel is generally categorized as moderate to good. Most students are able to communicate their ideas effectively, participate actively in interaction, and demonstrate confidence in speaking English. The short drama format provides a communicative context that supports more natural language use and encourages students to perform spoken English meaningfully.
2. The strengths of the students' speaking performance are found in pronunciation, communicative effectiveness, and interactional ability. Most students produce intelligible speech, use appropriate intonation to express meaning, and are able to maintain interaction. Meanwhile, weaknesses are mainly identified in grammatical accuracy, fluency consistency, and intonation variation. Frequent grammatical errors, pauses, and fillers are still observed, particularly in longer utterances, although these issues rarely hinder overall communication.

B. Suggestions

Based on the conclusions drawn from this research, several suggestions are offered for students, teachers, and future researchers:

1. For Students

Students are encouraged to improve their speaking performance by paying balanced attention to fluency, accuracy, pronunciation, and intonation. Regular speaking practice should not only focus on speaking smoothly but also on producing grammatically accurate sentences. Students need to reduce overreliance on fillers and hesitation by practicing spontaneous speech in structured activities such as role plays and short dramas. Pronunciation practice should be emphasized, particularly in stress and sound clarity during fast speech. In addition, students should consciously practice intonation patterns to avoid flat delivery and to express meaning more effectively in spoken English.

2. For Lecturers

Lecturers are advised to provide more focused guidance and feedback on the four aspects of speaking performance. Speaking activities should be designed to balance fluency and accuracy, so students are not fluent but grammatically weak. Lecturers should also pay attention to pronunciation and intonation by providing clear models and corrective feedback during speaking activities. The use of short drama as a speaking task should be accompanied by explicit evaluation criteria based on fluency, accuracy, pronunciation, and

intonation to help students understand their strengths and weaknesses more clearly.

3. For Future Researchers

Future researchers are encouraged to focus specifically on the weaknesses found in students' speaking performance, particularly in aspects such as accuracy, including grammatical structures and appropriate vocabulary use. In-depth analysis of these weaker aspects will allow for a clearer understanding of the factors that hinder effective oral performance. Future studies may also examine how different speaking tasks or drama genres influence students' accuracy while maintaining the same speaking performance aspects for comparison. Additionally, involving a larger number of participants is recommended to obtain more comprehensive data on recurring weaknesses and patterns in students' speaking performance.