

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based to the result of the analysis of the research, the conclusions that could be drawn is that there was a significant difference of speaking ability in retelling story toward students of SMA Bina Bangsa Surabaya on the eleventh grade of science class before and after they are taught by Cuisenaire rods. The students' speaking in retelling story before they are taught by Cuisenaire rods was unsatisfactory. This can be seen from students' score that shows most of them got score under KKM score namely 75. Whereas after they are taught by Cuisenaire rods, the students' speaking in retelling story is quite improved. Most of their score in post test is increased and better than pre test.

The improvement of students score before and after being taught by Cuisenaire rods is quite significance. It can be seen from the comparison of t-value and t-table where the t-value is 5.03 and the value of t-table from the df (13) on degree of significance of 5 % is 2.16. It means that the t-value is bigger than t-table. Therefore, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Therefore, it can be said that there is a significant influence of using Cuisenaire rods in teaching speaking focuses on retelling story activity.

B. Suggestions

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

1. To The English Teachers

It is proved that Cuisenaire rods is the effective way to improve speaking skill especially in retelling story, thus, the teachers can adapt and adept the media and method, or they can create their own attractive learning process, by various media or technique in order not to be monotone, for the sake of improving students' speaking skill.

However, the use of Cuisenaire rods is time consuming. To overcome this problem, the teacher should be creative to limit the time and give each group time duration of story presentation. So that students can simplify the story. Or the teacher can select the appropriate story that will be used in learning by the rods. This is aimed to estimate the duration that will be needed for the entire group presentation.

2. To The Students

Based on the research, the writer found that there are several students who are quite well in expressing their idea in Indonesian language, but they found difficulty when they are asked to express it in English. They tended to translate them word by word. Therefore, they do need to have more practice in order to improve their speaking ability.

3. To the readers

Cuisenaire rods in retelling story could be one of alternative interesting media and technique to teach English, especially speaking skill. Hopefully, this research can be useful for the readers so that they could apply this method in teaching especially in teaching speaking.