

CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter presents the conclusion based on the analysis and finding in the previous chapter. The researcher uses of problem sticks as teaching media is more effective than conventional media to improve students' speaking ability at the eight grade of SMPI Brawijaya Pungging, Mojokerto. Furthermore, the researcher also provides an overall view of what has been discussed in the previous chapter. Besides, some suggestions are presented that hopefully be useful and additional input for English teacher specially for speaking and for further researchers as they are willing to utilize the suggested media for the important of students' improvement in speaking for junior high school.

A. Conclusion

Based on the result the observation and discussion in chapter IV, it can be concluded:

1. Students' Score

That problem sticks gives positive influence on students' speaking ability is proved by the difference posttest score of experimental group and control group. Moreover, this is a good strategy to make the learning attractive and enjoyable in teaching learning process especially in teaching speaking. From the difference of the score from the experimental group shows that the students' score increased significantly after they were taught using video record. The progress is 2.8% in pronunciation, 5.4% in

grammar, 4.2% in vocabulary, 3.2% in fluency, and 3.1% in comprehension. And the improvement of the total score is 18.7%. The significant improvements of the students' speaking skill show how problem sticks improves students' speaking skill. From the table of the scores from both of the experimental and control group that have been calculated, the result shows that the total posttest score of the experimental group are 1486 whereas the total posttest score of the control group are 1450. The mean of the experimental group's score is 74.5, while the mean of the control group's score is 72.5. The calculation of t-test shows that t-value is higher than t-table. It's found that t-value is 2.0753. While based on the 38 degree of freedom and 0.05 significance, shows that the t-table is 2.021. It means that $t\text{-value} > t\text{-table}$. Thus, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. The result is the students who are taught through problem sticks have better speaking skill than those who are not taught through problem sticks. It is also supported by teacher statement on an interview the last meeting. She said that students' speaking skill improved by getting the treatment.

2. Result of questionnaire

Based on the result of questionnaire, it could be calculated that the use of problem sticks as teaching media in teaching speaking about 50% of the students admitted that the use of problem sticks were easy to be followed. While, 35% of the students admitted that the problem sticks was very interesting technique to be learned in teaching speaking and about 55% of

the students said that they liked problem sticks as media in their teaching speaking.

Based on the percentage shows, there is good respond when problem sticks was implemented in the classroom. The students feel that this technique make them learn speaking interesting and make students brave to present their opinion in the class. The students get play role active in learning process by using problem sticks.

B. Suggestion

It is aimed to the English teacher and researcher. It is highly suggested for the teacher to constantly utilize the supporting media in teaching English specifically speaking since media is the mean which can facilitate in delivering instructions. In addition, it potentially grabs the students' interest and intention since it can present visual media side in teaching and learning process.

Based on conclusion, several suggestions are recommended for follow-up studies. The suggestions are addressed to the teacher and further researcher.

1. For the teacher

In teaching English, particularly speaking, teacher is recommended to use problem sticks as teaching media since it helps the students to get convenient input for language practice and production. Moreover, the researcher also suggested the teacher to apply such media to teach speaking in the lower and higher grade and it can interest students to study English lesson.

2. For further researcher

The researcher suggests further researcher to conduct a research that uses problem sticks as teaching media in different subject and location in order to strengthen the previous findings and to see whether such media can be applied effectively. Moreover, it is also suggested to conduct other research on the use of problem sticks in teaching other skill like grammar, listening and so on.