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## CHAPTER V

### THE CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

#### V.1. The Conclusion

Based on the research questions and hypothesis of the research, the findings of the research could be concluded into some points as follows:

- a. The level of students' speaking skill in experimental class before using CALLA is categorized as **Fairly Poor level (64.7%)**, and control class before using non-treatment of CALLA is categorized as **Poor level (70.6%)**.
- b. The level of students' speaking skill in experimental class after using CALLA is categorized as **Fairly Poor level (75.6%)**, and control class after using non-treatment of CALLA is categorized as **Poor to Fairly Poor level (94%)**.
- c. The level of students' writing skill in experimental class before using CALLA is categorized as **Poor level (70.6%)**, and control class before using non-treatment of CALLA is categorized as **Fairly Poor level (64.7%)**.
- d. The level of students writing skill in experimental class after using CALLA is categorized as **Fairly Poor level (64.7%)**, and control class after using non-treatment of CALLA is categorized as **Fairly Poor level (82.4%)**.



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- e. There is no significant difference of pretest mean scores of speaking skill between an experimental class and control class. According to this finding, it can be inferred that both classes have similar skill in speaking.
- f. There is no significant difference of posttest mean scores of speaking skill between an experimental class and control class. According to this finding, it can be inferred that both classes have similar skill in speaking.
- g. There is no significant difference of pretest mean scores of writing skill between an experimental class and control class. According to this finding, it can be inferred that both classes have similar skill in writing.
- h. There is no significant difference of posttest mean scores of writing skill between an experimental class and a control class. According to this finding, it can be inferred that both classes have similar skill in writing.
- i. There is a significant improvement of students' speaking skill in the experimental class with the percentage of improvement is 68%. It can be concluded that CALLA helps students in getting better speaking skill.
- j. There is an improvement of students' speaking skill in the control class with the percentage of improvement is 32%. It can be concluded that non-CALLA also helps students in improving their speaking skill although not as big as CALLA.
- k. There is a significant improvement of students' writing skill in the experimental class with the percentage of improvement is 71%. It can be



concluded that CALLA does not only helps students to obtain better speaking skill but also better writing skill.

- I. There is a significant improvement of students' writing skill in the control class with the percentage of improvement is 76%. It can be concluded that non-CALLA gives big effects on students' writing skill and aid them to have good writing skill.

## V.2. Implication of the Research

In teaching and learning process, the teacher should find the suitable approach, method, technique and strategy to teach his/her students in order to give effective learning. This research applied Cognitive Academic Language Learning Approach (CALLA) strategy and Scientific Approach as non-CALLA to teach students the productive skill of English language. Both strategies are suitable to carry out in teaching speaking and writing.

According to TESOL Journal (1999) CALLA is special issue which is devoted to collaborative language teaching with articles on collaborative writing, building cultural community, and do's and don'ts of collaborative learning. Then provide a culminating activity that allows students to review their understandings of the script or audio and to apply them. It also gives students a concrete purpose for listening. At last, as the reflection of this CALLA, teachers will notice that ability improves quickly when students focus on express their knowledge to ability level questions instead of just speaking and writing. The students enjoy the discussion of their answers



because usually there are more correct answers or more opinions about the concrete answer.

Based on the research finding, there is no significant difference between using CALLA and non-CALLA strategies on students' productive skills. It means that both strategies can be applied in teaching productive skill. However, CALLA is designed more specific to teach speaking and writing skills.

### V.3. Recommendations

The research findings of this study could be regarded as a valuable contribution to enrich literature review on the success of proving the implementation of CALLA on the students' productive skill at SMP Muhammadiyah 2 Pekanbaru. The research findings have presented that there is no significant difference on students' productive skill by comparing CALLA and non-CALLA in teaching speaking and writing skills. It means that CALLA is also an appropriate strategy to be applied in teaching productive skill. Despite the research findings which show significant improvement on students' speaking ability of both CALLA strategies, there are still gaps which could be filled with new and further researches.

The researcher would like to recommend for the future research of teaching strategies of both CALLA on the students' speaking skill as follows: continue the research to more teachers and students of various schools in Riau Province especially to teachers and students at state Islamic



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Junior High level. In this research, the number of students involved was only 34 participants of SMP Muhammadiyah 2 Pekanbaru. The next research would be spread out to other schools in the other ten regencies, Pekanbaru city and one administrative town of Riau province with more participants involved.

The present study focuses more on quantitative method especially in terms of data collection and analysis by using a quasi-experimental research design. Having the involvement of research centre of tertiary education, it would further study and examine the effects of applying the CALLA in teaching productive skill especially descriptive text by using more qualitative research instruments such as observation, field notes and interview. In addition, more researchers and experts would be able to involve in this study, and then, SMP Muhammadiyah 2 Pekanbaru.