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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the data analysis explained in chapter IV, the writer concludes that the difference on students' motivation in learning speaking English between students who are taught by using Sociodrama method and who are taught without using Sociodrama method at the first year students of Islamic Senior High School Insan Cendekia Siak as follows:

1. The students' motivation in learning speaking English taught by using Sociodrama is categorized into "**strong**" that the highest percentage of experimental class was 81,85%.
2. The students' motivation in learning speaking English taught without using Sociodrama is categorized into "**enough**" that the highest percentage of control class was 66,70%.
3. Based on the analysis in Chapter IV, it can be seen that  $T_{\text{calculated}} > T_{\text{table}}$ .

It can be concluded that the null hypothesis ( $H_0$ ) is rejected, while the alternative hypothesis ( $H_a$ ) is accepted. So, there is a significant difference of students' motivation in learning speaking English between who are taught without using Sociodrama Method and taught by using Sociodrama Method at the first year students of Islamic Senior High School Insan Cendekia Siak.

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## B. Suggestion

Based on the previous explanation, some suggestion is proposed that hopefully may be useful for the teacher of English subject and the further study which has the similar area to this study either in using Sociodrama or in students' motivation in learning speaking English; the suggestion is as follows:

1. The researcher suggests so much to English teacher to use Sociodrama as one alternative in teaching speaking English because Sociodrama can make improvement and encourage students' motivation in learning speaking English.
2. The researcher suggests the English teacher to support the method by using interesting topic suitable for the students' level and presents the lesson clearly in order to make the students motivated in learning activity.
3. Finally, the researcher suggests the English teacher to ensure the good time management and good preparation in using Sociodrama since using Sociodrama in the class needs much time allocation.