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## CHAPTER V

### CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

#### V.1. Conclusion

Based on the result of the analysis of the data pretest and posttest, the using of TSTS strategy gave a significant effect on the students' speaking and writing ability. It can be seen of the eight hypotheses that have been analyzed into some points as follows:

- a. There was no significant difference of pre-test mean score of speaking ability between an experimental class and a control class. According to this finding, it could be inferred that both classes have similar ability in speaking. It means that the students' level in speaking skill were similar before giving the treatment (**1.6%**).
- b. There was a significant difference of the students' post-test speaking mean score between an experimental class and a control class. It could be concluded that both classes had different ability in speaking after the experimental class was given a treatment. The mean score of the experimental class was higher than the control class. Indeed, there was a change in the experimental class after applied TSTS strategy
- c. There was a significant effect on the students' speaking ability between pre-test and post-test mean score in the experimental class. It

- could be concluded that there was an improvement of the students' speaking ability in the experimental class. In other words, TSTS strategy gave effect to improve students' speaking ability (**87%**).
- d. There was a significant difference between pre-test and post-test mean score of speaking ability in the control class. It could be concluded that there was an improvement of the students' speaking ability in the control class. In other words, non-TSTS strategy gave an effect to improve students speaking ability (**36%**)
  - e. There was no significant difference of the students' pre-test mean score of writing ability between an experimental class and a control class. According to this finding, it could be inferred that both classes had similar writing ability. It means that students' level in writing ability was similar (**0.09%**).
  - f. There was a significant difference of the students' post-test mean score of writing ability between an experimental class and a control class. It can be concluded that both classes had different writing ability after experimental class was given the treatment. The mean score of the experimental class was higher than the control class. Indeed, there was a change in the experimental class after TSTS strategy was applied.
  - g. There was a significant difference of the students' writing ability between pre-test and post-test mean score in the experimental class. It can be concluded that there was an improvement of the students'

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writing ability in experimental class. In other words, TSTS strategy gave effect to improve students' writing ability (**91%**).

- h. There was a significant difference of the students' writing ability between pre-test and post-test mean score in the control class. It could be concluded that there was an improvement of the students' writing ability in control class. In other words, non-TSTS strategy gave an effect to improve students speaking ability (**80%**)

## V.2. Implication of the Research

According to the findings, the using of Two Stay Two Stray strategy gave effects on the students' speaking and writing ability. These results imply that using Two Stay Two Stray makes students more active in teaching and learning process. The students are able to cooperate, responsible, helping to solve the problem each other and helping increasing quality each other too. This strategy practices students to related social well. Not only that but also this strategy gives students experience in gathering information and reporting back to their teammates. It is also in interactive process which can be used to build knowledge or summarize learning through sharing.

The role of this strategy also provides the students become more joyful in learning process because the students will learn more through process constructing and creating working in group and sharing knowledge. Nevertheless, individual responsibility is still the key of success in learning English. This learning process is

believed as being able to give chance to students to be involved in discussion. It also encourages critical thinking and is willing to take responsibility of their own learning by enhancing of their speaking and writing ability.

The teachers should realize that the students need to know the obstacles and difficulties of them in speaking and writing process. TSTS strategy provides them to be more motivated and interested in speaking and writing. The high level and the low level of students will work together to achieve the purpose of their group. This strategy is compatible to help students are involved in active learning because this strategy allows students to enhance their interdependence, individual accountability, interpersonal skills, face to face interaction and their group processing when they work in group. For this reason, by obtaining this strategy, the teachers could be more creative and innovative to renew the teaching and learning process in order to get a better result especially in speaking and writing ability.

### V.3. Recommendation

There are several points that Two Stay Two Stray strategy to be recommended for the future study. First, it is better for the future researchers to give more attention how to control students' discussion in groups or with other group and also give suitable and interesting materials to the students in order to rise their enthusiasm. Second, it is recommended for the future researcher to get more comprehensive and valid result by including more tests items, expanding the questionnaire items into

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some more sections of the implementation of Two Stay Two Stray and adding some more indicators to be observed. Third, it is recommended for the future research to elaborate and add some more research questions to be answered in order to find broader scope related to the teaching speaking and writing ability through the Two Stay Two Stray. Next, this present study might encourage the teachers in the research site or in the other sites to implement this strategy as one of the way in increasing students' speaking and writing ability, particularly in junior high school level.

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