

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

V.1. Conclusions

This study was concerned with the use of plus minus interesting strategy to improve students' speaking ability and speaking motivation. The main of this study research is the effect of using plus minus interesting strategy on students' speaking ability and speaking motivation at state senior high school 11 Pekanbaru and the objective of the study are:.

Based on the eighth hypothesis of the problem and objectives of this study, the last findings of the research as follows:

1. Based on the Independent Sample T-test analysis of the pre-test speaking ability of the experimental and control groups, it was discovered that there was no significant difference found in the students' speaking pre-test results between the experimental and the control groups. The t -value was 0.924, the mean was 34.6452 in the experimental group and 34.5161 in the control group, the SD was 4.57200 in the experimental group and 5.93223 in the control group. $p = 0.924$, this value was bigger than 0.05 ($p > 0.05$). It was clear that H_0 was accepted and H_a was rejected. So, there is no significant difference of students' speaking ability before being taught by using plus minus interesting strategy for the experimental group and non-treatment of plus minus interesting strategy. The subjects in both groups were equivalent before being given the treatment.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. A Paired Sample T-test was used to analyze the effect of implementing the treatment of plus minus interesting strategy on the students speaking ability the Experimental Group. It was discovered that there was a significant difference in students' speaking ability between pre-test and post test in the experimental group. The t-value was -23.558, the significance was 0.000, the mean was 34.6452 in the pre test and 65.0323 in the post test, SD was 4.57200 in the pre test and 6.61052 in the post test. By comparing the number of significance, if $P > 0.05$ H_0 was accepted and H_a was rejected while if probability < 0.05 H_a was accepted and H_0 was rejected. Because the significance P was $0.000 < 0.05$, H_a was accepted while H_0 was rejected. The inferential statistics, which identified that after conducting the treatment by using plus minus interesting strategy the effect size on students' speaking ability of the experimental group was 0.94 % which was categorized into Moderate Effect.

3. A Paired Sample T-test was used to analyze the effect of implementing non-treatment of plus minus interesting strategy on students speaking ability of the control group. It was discovered that there was any significant difference in students' speaking ability between pre-test and post test in the control group. The t value was -15.162, the significance was 0.000, the mean was 34.5161 in the pre-test and 54.00 in the post-test, the SD was 5.93223 in the pre test and 3.79473 in the post test. By comparing the number of significance, if $P > 0.05$ H_0 was accepted and H_a was rejected while if $P < 0.05$ H_a was accepted and H_0 was rejected. Because the significance of the third hypothesis was $0.000 <$

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

0.05, so, H_a was accepted while H_0 was rejected. The result of the effect size of the students' speaking ability of the control group was 0.88% which were categorized into Moderate Effect.

4. Based on the Independent Sample T-test analysis of the post-test speaking of the experimental and control groups, it was obvious that there was a significant difference found in the students' pre-test results between the experimental and the control group. The t-test result was 8.059, the significance P was 0.000, the mean was 65.0323 in the experimental group and 54.00 in the control group, the SD was 6.61052 in the experimental group and 3.79473 in the control group. The conclusion was $p = 0.000$, it was less than 0.05 ($p > 0.05$). It was clear that H_0 was accepted and H_a was rejected. So, there was a significant difference of students' speaking ability after being taught by using a plus minus interesting strategy to the experimental group and with no treatment of plus minus interesting strategy.

5. Based on the Independent Sample T-test analysis of the pre-test speaking motivation of the experimental and control groups, it was clear that there was no significant difference found in the students' motivation pre-test results between the experimental and the control group. t-test result was -944, the significance (P/sig 2 tailed) was 0.349, the mean was 66.9032 in the experimental group and 69.1935 in the control group, the SD was 11.26160 in the experimental group and 7.46288 in the control group. Thus, in order to find out the result of the students' motivation in the pre-test, the researcher compared the number of significant (sig 2 tailed), if probability >

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

0.05 H_0 was accepted and H_a was rejected while if probability < 0.05 H_a was accepted and H_0 was rejected. The findings in the fifth hypothesis demonstrate that $p = 0.349$, so the 2-tailed value was more than 0.05 ($p > 0.05$). It shows that H_a is rejected and H_0 is accepted. So, there was no significant difference of students' motivation before being taught by using a plus minus interesting strategy to an experimental group and with no treatment of plus minus interesting strategy. In other words, the subjects of both groups were equivalent before being given the treatment.

6. A Paired Sample T-test was used to analyze the effect of implementing the treatment of plus minus interesting strategy on students speaking motivation the Experimental Group. It was discovered that there was a significant difference in students' motivation between pre-test and post test in the experimental group. The t-test result was -5822, the significance was 0.000, the mean was 66.9032 in the pre test and 80.8387 in the post test, the SD was 11.26160 in the pre-test and 9.11445 in the post test. By comparing the number of significance, if probability > 0.05 H_0 was accepted and H_a was rejected while if probability < 0.05 H_a is accepted and H_0 was rejected. Because the significance was $0.000 < 0.05$, so, H_a was accepted while H_0 was rejected. The result of the effect size on students' motivation in the experimental group was 1% which were categorized into Moderate Effect.
7. A Paired Sample T-test was used to analyze the effect of implementing non-Treatment of plus minus interesting strategy on students speaking motivation of the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Control group. There is any significant difference on students' motivation between pre-test and post-test in the control group. t-test result was 1.727, Significance was 0.095, the mean was 69.1935 in the pre test and 72.0645 in the post test, the SD was 7.46288 in the pre test and 9.07721 in the post test. By comparing the number of significance, if $P > 0.05$ H_0 is accepted and H_a was rejected while if probability < 0.05 H_a was accepted and H_0 was rejected. The significance was $0.095 > 0.05$, thus, H_a was rejected while H_0 was accepted. On inferential statistics, which identified the effect size on students' motivation the control group was 0.09 which was categorized into Weak Effect.

8. Based on Independent Sample T-test analysis of the post-test of speaking Motivation of the experimental and the control groups, it that there was a significant difference found in the post-test students' motivation between the experimental and the control group. The t-test result was 3.798, the significance P was 0.000, the mean was 80.8387 in the experimental group and 72.0645 in the control group, the SD was 9.11445 in the experimental group and 9.07721 in the control group. Thus, in order to find out the result of students' motivation in post-test score. Compared the number of significant P if probability > 0.05 H_0 was accepted and H_a was rejected while if probability < 0.05 H_a was accepted and H_0 was rejected. By comparing the number of significance, the results show that $p = 0.000$, the 2-tailed value was less than 0.05 ($p < 0.05$). H_a was accepted and H_0 was rejected. It means there was a significant difference of students' motivation after being taught by using a

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

plus minus interesting strategy for the experimental group and non-treatment of plus minus interesting strategy.

Related to this study, using plus minus interesting strategy is able to improve the students speaking and their motivation.

V.2. Implications of the research

The implications of the findings of this study are presented as follows:

1. The plus minus interesting strategy could improve the students' speaking ability. Plus minus interesting strategy is very useful for the students to consider their decision and opinion carefully, it also makes a great summary device, it can help students to consider in doing activity in speaking, and more carefully to make their opinion. It also helps students express ideas in good order.
2. The plus minus interesting strategy could improve the students' motivation. In teaching and learning process, the students give reflection and their opinion about the problem.
3. The plus minus interesting strategy has already made changes in a class learning situation of the grade XI IPA 2 students of SMAN 11 Pekanbaru in the academic year 2016/2017. During teaching and learning process, the class learning situation was alive and better than before. The students were happy and enthusiastic to do the activities of speaking.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

V.3 Recommendations

Considering the results of this study, the writer would like to give some recommendations. They are as follows:

1. The teachers should use plus minus interesting strategy in teaching speaking.
2. Teachers should carefully plan activities for the students in conducting the learning process by using a plus minus interesting strategy.
3. For the future researchers, they need to pay attention to other factors that can influence the learning process by using the plus minus interesting strategy.
4. The researcher recommends English teachers to choose the suitable methods in teaching speaking to the students in order to make the students feel enjoy and have motivation in teaching and learning the speaking process.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.