

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research consists of two variables. They are the effect of using twins strategy (independent variable) and the students' speaking ability (dependent variable). Here, the writer concludes based on what had been discussed in the previous chapter. In this reserach, there are two conclusions:

1. For the first hypothesis, there was no significant difference of speaking ability before being taught by using twins strategy and conventional teaching strategy of the second year students at state senior high school 2 Kerinci kanan. It can be seen from the result of data calculation. The mean of experimental class pre-test score was 57.14 and categorized into enough level, while the mean of control class pre-test score was 56.86 and also categorized into enough level. Furthermore,  $t_o$  obtained was 0,161 compared with t-table of  $df=40$  in significance of 5% and 1% became  **$2.00 > 0.161 < 2.65..$**
2. For the second hypothesis, there was significant difference of speaking ability after being taught by twins strategy and conventional teaching strategy of the second year students at state senior high school 2 Kerinci kanan. It can be seen from the result of data calculation. The mean of experimental class post-test score was 72.86 and categorized into Good level, while the mean of control class pre-test score was 61.05 and

categorized into good level. Furthermore,  $t_{o}$  obtained was 3,124 compared with t-table of  $df=40$  in significance of 5% and 1% became **2.02 < 6.719 > 2.72.**

3. For the third hypothesis, there was significant effect of using twins strategy toward speaking ability of thesecond year students atstate senior high school 2 Kerinci kanan. It can be seen from the result of data calculation. The mean of experimental class pre-test score was 57,14 and categorized into enough level, while the mean of post-test score was 72.86 and categorized into Good level. Furthermore,  $t_o$  obtained was 8,728 compared with t-table of  $df=20$  in significance of 5% and 1% became **2,03<19.168>2,84.** From the result of the percentage of coefficient effect above, it can be seen that twins strategy contributed 53.08% for students' speaking ability.

## **B. Suggestion**

Considering the result of this study, the writer would like to propose some suggestions. They are as follows:

### **1. Suggestion for teacher**

- a. To build up creative and enyoable learning for students in order to make students interested and not bored in doing their speaking exercises or tasks for example, by using twins strategy.
- b. Teacher should support his/ her teaching strategy or technique by using interesting and representative media. Teacher involve the

students to speak English and build a favorable atmosphere at times of teaching learning process conducted because the comfortable condition in teaching would become one asset to carry the success of material to be taught.

## **2. Suggestion for Students**

- a. The students should pay attention to the lesson that has been explained by the teacher
- b. The students should be creative and more motivated to speak and improve their speaking ability
- c. The students make such kinds of opportunities to practice English.

## **3. Suggestion for the other researchers**

- a. The researchers are expected to find new strategies, techniques, methods, and approaches in order to make students feel joyful in learning English.