

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research focus on significant significant effect of using imagery strategy toward students' speaking ability of the second grade at SMA N 1 Bangkinang Seberang. Based on preliminary study at SMA N 1 Bangkinang Seberang Some of students do not understand English, some of students are not able to speak English using proper vocabulary, some of students do not have a good pronunciation, some of students speak very slowly, and some of students are still unconfident to speak English. To solve the problems the researcher used imagery strategy. Imagery strategy is a good way to remember what has been heard or read in the new language is to create the mental image of it and create the image to represent the information.

Based on the result of data analysis in chapter IV above, the researcher made some conclusions, as follows:

1. Based on the result of data calculation the mean of experimental class pre-test score was 46.75 and categorized as Less, while the mean of control class pre-test score was 45.23 and also categorized as Less. Furthermore, t_o obtained was 1,190 compared with t-table of $df=46$ in significance of 5% and 1% became $2.01 > 1.190 < 2.68$. Then the number of significance was $0.24 > 0.05$. The first hypothesis H_o is accepted and H_a is rejected. It means that there was no significant difference of students' speaking

ability before being taught by using imagery strategy for experimental class and conventional teaching technique of control class of the second grade at SMA N 1 Bangkinang seberang.

2. Based on the result of data calculation the mean of experimental class post-test score was 57.08 and categorized as Enough, while the mean of control class post-test score was 48.42 and categorized as less. Furthermore, t_o obtained was 5.427 compared with t-table of $df=46$ in significance of 5% and 1% became $2.01 > 5.427 > 2.68$. Then the number of significance was $0.000 < 0.05$. The second hypothesis H_o is rejected and H_a is accepted. It means that there is significant difference of students' speaking ability after being taught by using imagery strategy for experimental class and conventional teaching technique of control class of the second grade at SMA N 1 Bangkinang Seberang.
3. Based on the result of data calculation the mean of experimental class pre-test score was 46.75 and categorized as Less, while the mean of post-test score was 57.08 and categorized as Enough. Furthermore, t_o obtained was 10.333 compared with t-table of $df=23$ in significance of 5% and 1% became $2.07 < 10.333 > 2.81$. Then the number of significance was $0,000 < 0,05$. The third hypothesis H_o is rejected and H_a is accepted. It means that there was significant effect of using imagery strategy toward students' speaking ability of the second grade at SMA N 1 Bangkinang Seberang.

B. Suggestion

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

1. Suggestion for Teachers

- a. To build up creative and enjoyable learning for students in order to make students interested and not bored in doing their speaking exercises or tasks that should be developed by English teacher, for example, by using imagery strategy.
- b. Teacher should support his/her teaching technique or strategy by using interesting and representative media. Teacher involves the students to speak English and builds a favorable atmosphere at times of teaching learning process conducted because the conducive 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 more 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.

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