CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' speaking skill of the second year at Madrasah Aliyah Dar El Hikmah Pekanbaru by using discourse chains strategy.

A. Conclusion

Research findings about using discourse chains strategy show that there was significant difference between students who were taught conventional and who were taught by discourse chains strategy one. The research finding can be concluded as follow:

1. In the first formulation of the problem, how does the speaking achievement at the second year students of Madrasah Aliyah Dar El Hikmah Pekanbaru who taught by discourse chain? It can be answered that students' speaking ability in pre-test of experimental class was 1376 with average score was 45.87 can be categorized fail. While in the post-test, students' speaking ability score in post-test of experimental class was 1884 with average score was 62.8 can be categorized enough.

2. In the second formulation of the problem, how does the speaking ability at the second year students of Madrasah Aliyah Dar El Hikmah Pekanbaru who taught without discourse chain? It canbe answered that students' speaking ability in pre-test of control class was 1384 with

average score was 46.13 can be categorized fail. While in the post test, the students' speaking ability score in post-test of experimental class was 1632 with average score was 54.4 can be categorized less

3. In the third formulation of the problem, is there any significant different of the speaking ability at the second year students of Madrasah Aliyah Dar El Hikmah Pekanbaru who taught by discourse chain and who taught without discourse chain? It can be answered that there is significant effect of using discourse chains strategy toward students' speaking skill at the second year of Madrasah Aliyah Dar El Hikmah Pekanbaru. This statement can be seen from the result of t-test is 5,569 higher than $t_{distribution}$ (5,596 > 2,00) in alpha decision level $(r)0,05$ with the degree freedom (d.f. 60). It means that Ho is rejected and the Ha is accepted. In other word, discourse chains strategy can improve the students' English speaking skill at the second year of Madrasah Aliyah Dar El Hikmah Pekanbaru.

B. Suggestions

1. Suggestion for the Teacher

The reseacher hopes to English teacher to choose the effective strategy to increase students' speaking skill. Related to the result of the research, the researcher offers some suggestions as follow:

a. Discourse chains strategy can give the students chance to apply their skill in speaking. Therefore, the students are able to show their ideas or

opinions in speaking. It is suggested that English teacher can adopt and apply this strategy in order to improve the students' speaking skill.

b. Discourse chains provides participants with realistic and relevant contexts in which to test and develop their understanding, knowledge and competence. It is suggested that English teacher can adopt and apply this strategy in order to improve the students' speaking skill.

2. Suggestions for the Students

a. The students should more participate in discourse chains to improve their speaking.

b. The students should articulate English with correct pronunciation in discourse chains.

c. The students should use appropriate vocabularies in discourse chains.

d. The students should use rules and certain principle in sentences in proper manner in discourse chains.

e. The students should express their ideas with fluency and effortless as a native speaker in discourse chains.

f. The students should express their ideas with best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility in discourse chains.