

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Research Conclusion

Based on the data analysis explained in chapter IV, finally, the writer would like to depict the conclusions as follow:

1. For the first hypothesis, there was no significant difference of the Students' English Achievement before giving the treatment for the experimental group and non-CALLA teaching strategy of the control group of the first year students at SMP Negeri 17 Pekanbaru. It can be seen from the result of data calculation. The mean of the experimental group pre-test score was 66.31 and categorized as Good, while the mean of the control group pre-test score was 66.00 and also categorized as Good. Furthermore,  $t_o$  obtained was 0,107 compared with t-table of  $df=78$  in significance of 5% and 1% became  $2.00 > 0.107 < 2.65$ . Then the number of significance was  $0.915 > 0.05$ . It seemed both experimenta and control groups were equivalent before having the treatment.
2. For the second hypothesis, there was significant difference of students' English Achievement after giving the treatment for the experimental group and non-CALLA teaching strategy of the control group of the first year students at SMP Negeri 17 Pekanbaru. It can be seen from the result of data calculation. The mean of the experimental group post-test score was 81.15 and categorized as Very Good, while the mean of the control class pre-test score was 69.00 and categorized as Good. Furthermore,  $t_o$  obtained was 5.427 compared with t-table

of  $df=78$  in significance of 5% and 1% became  $2.00 < 5.427 > 2.65$ . Then the number of significance was  $0.000 < 0.05$ .

3. For the third hypothesis, there was significant effect of using the Cognitive Academic Language Learning Approach toward Students' English Achievement of the first year students at SMP Negeri 17 Pekanbaru. It can be seen from the result of data calculation. The mean of experimental group pre-test score was 66.31 and categorized as Good, while the mean of post-test score was 81.15 and categorized as Very Good. Furthermore,  $t_o$  obtained was 7.933 compared with  $t$ -table of  $df=39$  in significance of 5% and 1% became  $2.03 < 7.933 > 2.72$ . The percentage of significant difference between pre-test and post-test of the experimental class was 62%. Then, the number of significance was  $0.000 < 0.05$ .

## B. Suggestion

On this occasion, the writer would like to give some suggestions to the people who get benefit from this research. The writer suggests to:

1. The principle of SMP Negeri 17 PEKANBARU gives the teacher support to teach better, especially the teachers of English as well as complete the facility of teaching learning process, and giving direction to the teachers of English about there are some English teaching techniques to be used that are suitable for the students.
2. The teachers of English SMP Negeri 17 PEKANBARU use the effective techniques in teaching students. In teaching English Mastery, the writer suggests that the teacher can use Cognitive Academic Language Learning Approach

because it can improve students' English Achievement by using CALLA into the table by following questions related to four language skills of listening, speaking, reading and writing as well as language component of vocabulary and grammar by using English post-test.

3. The first year students of SMP Negeri 17 PEKANBARU have to study and practice their English harder in order to improve their English Achievement.
4. The other researchers hopefully try to find new techniques, strategies, methods or approaches to make the students more joyful in learning English.