

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis and data presentation explained at the chapter IV, the researcher concluded that:

1. For the first hypothesis, there was no significant difference of the Students' motivation in speaking English before giving the treatment for the experimental group and conventional teaching strategy of the control group of the first year students at State Junior High School 21 Pekanbaru. It can be seen from the result of data calculation. The mean of the experimental group pre-test score was 85.06 and categorized as Very Good, while the mean of the control group pre-test score was 85.53 and also categorized as Very Good. Furthermore, t_0 obtained was 0,201 compared with t-table of $df=58$ in significance of 5% and 1% became $2.00 > 0.201 < 2.65$. Then the number of significance was $0.841 > 0.05$. It seemed both experimental and control groups were equivalent before having the treatment.
2. For the second hypothesis, there was significant difference of students' motivation in speaking English after giving the treatment for the experimental group and conventional teaching strategy of the control group of the first year students at State Junior High School 21 Pekanbaru. It can be seen from the result of data calculation. The mean of the

experimental group post-test score was 94.93 and categorized as Very Good, while the mean of the control class pre-test score was 90.96 and categorized as Very Good. Furthermore, t_0 obtained was 2.487 compared with t-table of $df=58$ in significance of 5% and 1% became **$2.00 < 2.487 > 2.65$** . Then the number of significance was **$0.016 < 0.05$** .

3. For the third hypothesis, there was significant effect of using the Snakes and Ladders game toward Students' motivation of the first year students at State Junior High School 21 Pekanbaru. It can be seen from the result of data calculation. The mean of experimental group pre-test score was 85.06 and categorized as Very Good, while the mean of post-test score was 94.93 and categorized as Very Good. Furthermore, t_0 obtained was 6.422 compared with t-table of $df=39$ in significance of 5% and 1% became **$2.03 < 6.422 > 2.72$** . The percentage of significant difference between pre-test and post-test of the experimental class was 58%. Then, the number of significance was **$0.000 < 0.05$** .
4. Based on all analyses, Snakes and Ladders game was better than conventional strategy. This Strategy is so helpful in teaching-learning process, especially in motivation speaking English.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestions, especially to the teacher, students and the school. From the conclusion of the research above, it is found that using Snakes and Ladders game can give significant effect toward students' motivation in speaking English. The suggestions are below:

1. It is hoped that the teacher at State Junior High School 21 Pekanbaru can implement this technique in teaching speaking because this strategy can make improvement and encourage in students' motivation in speaking English.
2. The teacher should support the technique used by using interesting topic that suitable to the students' level and presents the lesson objective clearly in order to make the students motivated in learning activity.
3. The teachers should support their teaching activity with the interesting media.
4. For the students, they have to have hard effort to improve their speaking and take a part actively in learning process in order to support their speaking.