

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestion that are based on the findings and discussions in the previous chapter.

#### A. Conclusion

1. Based on the finding of the research derived from the data analysis as reported in the previous chapter that the students' speaking skill got better improvements after using Describe and Identify Game. From the result of analyzing the data, it is found that t-calculated was 41.60, while critical value of the t- table 2000 at the degree of freedom is 40 and the level of significant is 0.05. In conclusion, the value of t –calculated was bigger than the value of t-table. It means that the use Describe and Identify Game in teaching speaking improved students' speaking skill of Junior High School3 Sutera.
2. The results of this research also showed that teaching and learning speaking skill by use Describe and Identify Game in experimental class more effective than the teacher strategy (conventional) in the control class during the five times treatment. The calculation of the comparison of means post test between experimental and control classes indicate that using Describe and Identify Game more effective to improve students' speaking skill. We

can see the different of mean score components speaking of students in experimental class and control class have different:

- (a) In experimental class, the mean score of the students' comprehension was got 20.30 while in control class was 18.23 it was concluded that experimental class had increased in comprehension than that control class with difference 2.07.
- (b) In experimental class, the mean score of the students' vocabulary was got 18.95 while in control class got 15.80. It was concluded that experimental class had increased in vocabulary than that control with difference 3.15.
- (c) In experimental class, the mean score of the students' grammar was got 18.09 while in control class got 17.57. It was concluded that experimental class had increased in grammar than that control class with difference 0.52.
- (d) In experimental class, the mean score of the students' fluency was got 10.90 while in control class got 12.76. It was concluded that experimental class had increased in fluency than that control class with difference 1.86.
- (e) In experimental class, the mean score of the students' pronunciation was got 3.27 while in control class got 2.52. It was concluded that experimental class had increased in pronunciation than that control class with difference 0.75.

Based on the five components of speaking skill, there are second components which most increase by using Describe and Identify Game namely comprehension and vocabulary.

Moreover, from the finding of this research above, it was concluded that teaching speaking by using Describe and Identify Game was effective to improve students' speaking skill. In fact, we can see the improvement from analyzing of data showed that the students' score in every aspect of speaking was increased.

### **B. Suggestions**

Related to the statements mentioned in conclusion above, the researcher proposes some following recommendations. In order to have the teaching and learning speaking by using Describe and Identify Game run well, in sharing idea activity suggested for the teacher to be able to encourage the students to be active and fully involved. Besides, students need to practice more also outside the classroom. Therefore, the classroom activity and the atmosphere can be more enthusiastic and livelier. Furthermore, the teachers are supposed to monitor students' speaking or give language help in the speaking process.