

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on finding of the research and data which is presented in the previous chapter, it can be concluded that after applied the treatment in the experimental class, the speaking score of post test of experimental class is better than speaking score of post test of control class. The mean score of post test of experimental class was 70.60 while in control class was 63.73. There were significant difference between students' speaking skill of the experimental class which taught by using three step interview and students' speaking skill of control class which taught by using conventional technique.

The analyzing of the data showed that not all of components of students speaking skill improved after using three-step interview technique in teaching learning process of experimental class. There are some components had improved were grammar and vocabulary. Meanwhile, in control class that taught by using conventional technique had low score. It is proved by the significance difference of students' speaking score in experimental class and control class. The differences of the students' speaking components were pronunciation with the difference 0.57, grammar 2.60, vocabulary 2.00, fluency 0.80, and comprehension 0.90. It showed that most of the students speaking skill in experimental class better than control class.

Furthermore, this technique gave same opportunity for all of students to sharing and speaking with their friend in a group. In this case, the students interview each other naturally. As the result the students were not afraid to

speak in English and they enjoy in learning speaking. So, it can be concluded that teaching speaking by using three-step interview technique can improve students' speaking skill and also this technique is effective to teaching speaking.

B. Suggestion

Based on the result of the study above, there are some suggestions which are presented in order to improve students' speaking skill. *First*, for English teacher, teacher can use three step interview as an alternative technique to be applied in teaching speaking because by using this technique all of students can opportunity to English speaking in the classroom and they felt not shy and afraid to English speaking. *Second*, for the students, the students should be active in the classroom, not afraid to make mistake when they speak English, and should have more practice to speaking English. *Third*, for further researcher it suggested to be actively in explores many techniques of teaching speaking, this research also could be one of the references for the next researchers. Finally, the researcher hopes that the result of this research would be useful for the readers. It is also hoped that the readers would have more information about the use of three step interview technique in teaching speaking.