

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concludes that the use of the 4/3/2 technique is effective in improving the speaking skills of students at MTsS Madinatul Munawwarah Bukittinggi. The results show a significant difference between the post-test scores of students in the experimental group and the control group. The average score of students in the experimental class was 50.53, while the average score of students in the control class was 38.09.

Additionally, based on the calculations using a t-test, it was found that the null hypothesis in this study was rejected. Therefore, it can be concluded that the results of the students in Class IX taught using the 4/3/2 technique were higher than those taught using the group discussion technique. The researcher concludes that the 4/3/2 technique has a significant impact on students' speaking skills.

B. Suggestion

Success in teaching English is greatly influenced by how a teacher creates a supportive environment that encourages students to actively engage in the learning process. One effective technique to achieve this is the 4/3/2

technique, which provides students with opportunities to practice speaking repeatedly with decreasing time intervals. This encourages them to speak more fluently and confidently. Through this technique, students not only improve their speaking skills but also experience a more interactive and enjoyable learning process.

The researcher offers several recommendations that can be applied in teaching speaking skills:

1. Teachers should choose methods and strategies that make students feel relaxed and enjoy the learning process, making it easier for them to understand the material. For example, reducing time pressure and providing space for students to practice without worrying.
2. It is recommended that teachers use engaging approaches such as media, games, and strategies that can enhance students' speaking abilities. The 4/3/2 technique is one way to accelerate their speaking development. In addition, varying speaking activities with more authentic situations, such as light debates or role-plays, will help boost students' confidence.
3. Students should be given the opportunity to actively participate in the learning process, as their full engagement will expedite the improvement of their speaking skills. Teachers can also provide constructive feedback to help students understand their strengths and areas that need improvement.
4. The researcher hopes that the results of this study will offer insights for future research aimed at developing other techniques to enhance speaking skills in other learning materials. Further research on the application of this

technique in various classroom contexts will be very helpful in understanding the diverse learning styles of students.

Finally, while this study offers valuable contributions, the researcher acknowledges its limitations. Therefore, constructive feedback and suggestions are highly appreciated. The researcher hopes that the findings of this study will benefit readers, especially in the development of english speaking skills.



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