

CHAPTER V

CONCLUTION AND SUGGESTION

1. Conclusion

The data analysis presented in the preceding chapter demonstrates a marked improvement in students' speaking proficiency following the Effect of the Pairwork Technique, as compared to students' performance prior to the intervention. The findings indicate significant progress across key components of speaking competence, namely pronunciation, grammatical accuracy, lexical range, fluency, and overall comprehension.

Quantitative results further support this conclusion. The mean pre-test score was recorded at 42.26, whereas the mean post-test score increased to 59.17, reflecting a notable enhancement in students' oral performance. According to the inferential statistical analysis conducted using SPSS version 20 (refer to Table 4.8), the p-value obtained was 0.000, well below the established significance level of 0.05. Utilizing the t-distribution table for comparison, the critical t-value was 2.032, while the calculated t-value (t-count) reached 19.548. Since the t-count substantially exceeded the t-table value ($19.548 > 2.032$), it can be concluded that the results are statistically significant. Accordingly, the Alternative Hypothesis (H_a) is accepted, and the Null Hypothesis (H_0) is rejected, thereby confirming that the pairwork Technique had a meaningful and positive impact on the development of students' Speaking

2. Suggestion

Based on the conclusions drawn from this study, the researcher put forward several recommendations to enhance the teaching and learning of English speaking skill. It is strongly advised that English educators integrate the pairwork technique as a strategic and alternative pedagogical approach in speaking instruction. Likewise, students are encouraged to adopt this method to facilitate the development of their communicative competence in English. The outcomes of this study offer meaningful insights and are expected to benefit the following groups:

- 1) Teachers: English language instructors are urged to incorporate the pairwork technique into their instructional practices, as it has demonstrated significant efficacy in improving students' speaking abilities—specifically in the domains of pronunciation, grammar, vocabulary, fluency, and comprehension. The interactive and student-centered nature of the Pairwork model fosters deeper engagement and promotes more effective language acquisition.
- 2) Students: The application of the Pairwork technique is expected to enhance learners' enthusiasm and motivation toward speaking English. It cultivates active participation, instills a sense of responsibility, and fosters confidence, creativity, and autonomy in articulating ideas, opinions, and suggestions in English within both collaborative and individual contexts.

- 3) Readers and Future Researchers: This study highlights the pedagogical value of the Pairwork technique in improving speaking skill. Readers—particularly pre-service and in-service English teachers—are encouraged to explore and implement this method in their future teaching practices. Furthermore, it is hoped that this research serves as a constructive reference for future academic inquiries, inspiring more comprehensive and innovative studies in the field of language education.



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