

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents research conclusions and suggestions for English teachers, students, and other researchers.

A. Conclusion

Based on the results of research conducted in classes X-H and X-G at MAN 2 Kediri, there is a significant difference between students taught with the 4/3/2 technique, and students taught with the group discussion method. Before being given treatment, researchers gave a pre-test to both groups, with the average pre-test result of the experimental group (X-H) was 56 and the control class (X-G) was 56.78. After being given treatment, data was then obtained again through a post-test for the two groups. The experimental group had an average post-test of 73.33 while the control group was 65.56. The post-test results showed that the experimental group treated with the 4/3/2 technique showed higher average post-test results than the control group.

The researcher did not only review only the average post-test score, but also used the calculation results of ANCOVA from SPSS 25. The calculation results have a significance value of less than 0.05 which is $0.00 < 0.05$. It can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a significant difference between the class taught using the 4/3/2 technique and the class taught using the group discussion method. And this also indicates that the use of 4/3/2 technique is effective to improve students' speaking ability.

B. Suggestion

Based on the conclusion of the study above, the following are some suggestions for English teachers, students and other researchers:

1. English Teacher

English teaching, especially in speaking skill, is precisely done by focusing on students' centered learning. Students' speaking ability will continue to develop if students are given many opportunities to actively speak supported by appropriate teaching techniques for skill improvement. Several teaching strategies can be combined to produce an active and effective learning situation. The 4/3/2 technique in this study can be used by teachers in teaching students' speaking skills combined with other media or strategies to make it more optimal.

2. Students

Students are expected to collaborate well by following the teacher's instructions carefully, so that learning activities are more efficient and do not waste much teaching time. In addition, students can also practice the 4/3/2 technique independently outside of school hours by including self-assessment so that the use of the technique can take place appropriately.

3. Other Researchers

In using the 4/3/2 technique in this study, it is limited to the meeting given to the researcher. It is hoped that future research can be given more meetings in the classroom so that the use of the 4/3/2 technique can take place more effectively. In future research, this technique may also be used to

improve other student abilities, and can be combined with other supporting strategies so that the use of the 4/3/2 technique can take place more optimally.