

## CHAPTER V

### CONCLUSION AND SUGGESSTION

This chapter presents the conclusions of the research findings and suggestions for English teachers, students, and future researchers.

#### A. Conclusion

As mentioned in the first chapter, the purpose of this research is to determine the improving students' speaking skill with emphasis on the content, organization, grammar, vocabulary, and mechanics of the students in class XI MIPA 3 of MAN 1 Nganjuk. The researchers found that 10 students (29%) were in the excellent category, then 16 students (47%) were in the good category, then 5 students (15%) were in the average category, and 3 students (9%) were in the excellent category. In the poor category, 0% of students belong to the very poor category. The results of the 1st cycle test showed students who scored a very good score of 1 student (2.9%), who got a good score as much as 5 students (14.7%), who received a sufficient score as many as 3 students (8.8%), and who got less than 25 students (73.5%). While in the second cycle after observation and reflection, in the 2nd cycle, there is a diagnosis that has reached the minimum criterion of accuracy of 76. From the results of the second cycle test, it shows that the results that achieved very good scores were 3 students (8.8%), and those who achieved good scores as many as 11 students (32.2%), and those who achieved

sufficient scores as many as 3 students (8.8%), and those who achieved scores less than 1 student (2.9%).

Based on the analysis, it is found that the total score of narrative speaking of all students in the average assessment test is 70.0. The speaking among students in class XI MIPA 3 is classified as a good category. Based on the research results, the researcher concluded that the students' weaknesses in writing narrative texts lay in the grammatical aspect. It can be seen that the highest score obtained by the students is 4, and the lowest is 1. In this aspect, there is only one student (3%) who gets 4 points.

Then the student's strength in speaking narrative texts lies in the content aspect, where 4 is the highest score, and 1 is the lowest value. There were 15 students (44%) who scored 4 points.

According to the result of the data, students had positive response when teacher use role group discussion to develop speaking skill of students. The majority of students' responses recognized some of benefits of utilizing of group discussion in increasingly of students' speaking skill. Students also acknowledged that group discussion is simple way and help thie speaking skill by let the students deliver their ideas and responsethe use of group discussion in the class also can increase students' confidance and students thinking in critically to criticize the arguments. Most of the students was excited and some of them was unexcited because in some of reasons. Moreover, to support this strategy, teachers are needed to help students and give feedback about their performance.

## **B. Suggestion**

Based on the above findings, the researcher offers the following suggestions for teachers, students, and other researchers interested in the study of narrative writing. Some of the suggestions put forward that may be helpful include:

1. For the teacher

Teachers should motivate students in teaching and learning activities, especially writing, and they should be more creative in using teaching methods to help 44 students improve their understanding of the use of language to produce good speaking.

2. For the student

Students should increase their motivation and intention to learn English, especially by practicing to improve their speaking skills, such as mastering the components of writing.

3. For the next researcher

For future researchers who want to conduct similar research or studies, this thesis can serve as a reference, and it is hoped that future researcher can do better than what has been done in this thesis.