CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of discussion. In this part, researcher also gives some suggestions for the English teacher, students and also further researcher. In addition, the researcher present conclusions from data analysis that was discussed in the previous chapter. The purpose of this study is to illustrates the effectiveness of using Dubbing Short Movie and teacher centered in training the student's pronunciation in speaking at Mamba'ul Ma'arif Senior High School Denanyar Jombang.

A. Conclusion

The conclusion of the research is Dubbing Short Movie is effective in training the student's pronunciation for the first grade students of Mamba'ul Ma'arif Senior High School Denanyar Jombang. The researcher has calculated the mean of both experimental and control group before they get a treatment. The score has calculated using SPSS, for experimental group was 52,00 and control group was 51,77. In addition, the mean score from both groups after they got treatment, for experimental class was 61,83 and control class was 56,77. Based on the mean score above, there was a different mean between students from experimental class who taught using Dubbing Short Movie and also students from control group who were not taught using Dubbing Short Movie as a teaching strategy. It can be concluded that students who got Dubbing Short Movie as a treatment got higher score than those who were not. The result of ANCOVA showed that the distribution of data from pre-test and post test were normal. The significant value of pre test is p (0.220) > α (0.05) for experimental group and p (0.103) > (0.05) for the control group. The significant value of post test is p (0.215) >

α (0.05) for the experimental group and p (0.103) > (0.05) for the control group.

Then, the Levene's test result showed the significant value (0.212) > α (0.05). It means the ability between experimental and control group is almost the same and the data was homogeneous. In addition, there was also no interaction between pre-test and group, the significant value was (0.458) > α (0.05). Then, there is also enough confident that there is relationship between covariate and dependent variable. Then, the result of calculation is p (0.000) < α (0.05). The significant value p (0.000) is smaller than α (0.05) it means that there is enough evidence to reject the null hypothesis (Ho) and accept the alternative hypothesis (Ha). Based of the explanation above, the conclusion is Dubbing Short Movie is effective in training the student's pronunciation in speaking for the first grade students at MA Mamba'ul Ma'arif Senior High School Denanyar Jombang.

B. Suggestion

This method is very useful for giving students new experiences in teaching and learning process to make them more motivated and enthusiastic about learning English. Therefore, researcher provide several advice for students, for English Teachers, and for other researchers, hope this thesis is useful.

a) Teacher

The researcher hopes that for an English teacher will give better teaching strategy for students during the learning process to make the students more interest and enjoy the lesson by making new atmosphere for them. The teacher should try creative and innovative learning methods so students are more enthusiastic in learning. Dubbing Short Movie technique can be used as an

alternative to training English pronunciation and to avoid some bored learning in the class.

b) Students

The students have to keep improve their skill, especially in speaking skill because they have to know English is very important. Students should be aware of the new learning techniques that they can use to support their learning process especially in English speaking. The time is very expensive, so use your time to practice English.

c) Further Researcher

The researcher suggest for the next researcher who want to use Dubbing Short Movie as the technique to training the student's pronunciation in speaking skill could more focus on your research and try to find out the other or new technique to training the student's pronunciation.