CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After writing the findings, the researcher then makes conclusions in this chapter based on the findings.

1. Based on the results of this study, it can be seen that the results of tests carried out before students received treatment (pre-test) and obtained an average score of students in class XA or experimental class of 47.3 and in class XB or control class obtained an average score an average of 46.9. From the results of this test, it can be seen that there is a slight difference, but both are still said to be relatively the same, which is in the poor category based on the scoring system. Based on the 2013 curriculum regulations, the minimum mastery limit for achieving English lessons is 75 while the pre-test results from both classes only reached 47.3 and 46.6. Of course, this figure is still far from reaching the minimum level of achievement,

so it can be concluded that the speaking ability of students at MA Salafiyah At-Thohiriyah, Serang, is in a low position.

2. Then, regarding the effectiveness of the read, think, talk technique in improving students' speaking skills in class X MA Salafiyah At-Thohiriyah, Serang, it can be concluded from the results of data analysis as follows. So, in class XA the researcher applied the read, think, talk technique in his learning method which was carried out 3 times, while in class XB the researcher did not apply the read, think, talk technique. After conducting three meetings, the researcher then gave a post-test or test that was given after the students received treatment. From the results of this test, the results obtained with an average score of 76.1 in the experimental class, and 52.3 in the control class. We can conclude based on the results of these two tests, that both have increased. However, from the score obtained, it states that the experimental class is superior to the control class, even though both have increased. Meanwhile, according to the scoring system, the number 52.3 is included in the poor category, and the number 76.1 is included in the very good

category. Which means that after the post-test was carried out on the experimental class and control class, there was a significant difference between the two, namely the experimental class was superior to the control class (76.1> 52.3). And based on previous calculations, researcher have obtained a score of degree of freedom or df = 44, a score of t_o or $t_{obrevation}$ = 8,90, in the significance degree 1%= 2,41, in the significance degree 5%= 1,68. After finding the data above, the researcher then compared the data with t_t (t_{table}) for both the 1% and 5% degree significance. Therefore, t_o : t_t = 8,90>2,41 in significance degree 1% and t_o : t_t = 8,90>1,68 in significance degree 5%. This can be proven by statistical hypothesis which shows that the score of t_o is higher than t_t. It can be stated that the result (alternative hypothesis) is accepted, and the result (null hypothesis) is rejected.

From the description above, the researcher concludes that the application of the read, think, talk technique in learning English speaking at MA Salafiyah At-Thohiriyah, Serang, is a very effective technique. Because it can be seen from the post-test scores that

experienced a very significant difference, namely the experimental class got an average score of 76.1 and the control class got 52.3. According to the scoring system, the number 52.3 is included in the poor category, and the number 76.1 is included in the very good category. This is also supported by the results of the influence analysis which shows that the experimental class has a percentage of 64% in increasing students' speaking skills.

B. Suggestion

After the researcher finished this research, the researcher also had good hopes and suggestions for the students, especially the tenth grade students at MA Salafiyah At-Thohiriyah, Serang, teachers, and future researchers.

1. To students

Researcher hope that students, especially class X students at MA Salafiyah At-Thohiriyah, Serang, can improve their speaking skills. Because speaking is an important component for interaction. Researcher hope that students are able to develop their speaking skills by

applying read, think, talk techniques in their learning methods.

2. To teachers

The researcher also wants to give advice to English teachers in particular, to be able to apply methods that are able to make students excited to learn and not feel bored. In addition, the researcher hopes that after conducting this research the teacher can use this research as a reference to find the right method to be applied to his students.

3. To future researchers

After conducting this research, the researcher also hopes that in the future, there will be researchers who develop this research. And make this research as a reference or benchmark in conducting further research. Researcher also hope that the results of this study can provide benefits for people who read it and people who hear it.