

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the researchers' result of the research about "the Effectiveness of Teaching Speaking Using Hyponymy Game" the researcher can conclude that:

1. Based on the findings of the study, students' speaking ability at the first grade of MTs Al-Islam Serang before treatment is low. It can be known from the result of pre-test in experimental class that the highest score is 70 and the lowest is 32. Based on criteria of students' score can be known that the result after treatment show that the students' score improve into highest score is 93 and the lowest score is 52. Then, the students' speaking ability at the first grade of MTs Al-Islam Serang based on the criteria of students' score the highest score is very good and the lowest score is fair level.
2. Teaching learning by using Hyponymy Game gave the impact for students learning. It proved from observation sheet that researcher gave. The summary of teaching learning activity speaking skill using hyponymy game in the first meeting (students' observation) showed: part introduction; orientation percentage 90,66%; high categories. Apperception percentage 87,7%; high categories. Motivation score average 84,8%; high categories. Giving reference percentage 87,6%; high categories. Pre-test percentage 92,96%; high categories.

Activity teaching learning speaking skill using hyponymy game in the first meeting showed: part main: observing percentage 94,00%. Questioning percentage 90,4%; high categories. Data collection percentage 90,8%; high categories. Associating percentage 80,8%; high categories. Communicating percentage 87,2%; high categories.

Activity teaching learning speaking skill using hyponymy game in the first meeting showed: last part closing percentage 84,26%; high categories. All activity teaching learning speaking skill using hyponymy games first meeting percentage 84,26%; high categories.

Teaching learning activity speaking skill using hyponymy game in the second meeting (students' observation) showed activity teaching learning speaking skill using hyponymy game in the second meeting showed: part introduction; orientation percentage 95,46%; high categories. Apperception percentage 93,86%; high categories. Motivation percentage 92,53%; high categories. Giving reference percentage 94,6%; high categories.

Activity teaching learning speaking skill using hyponymy game in the second meeting showed: part main: observing percentage 92%. Questioning percentage 93,6%; high categories. Data collection percentage 92,4%; high categories. Associating percentage 93,6%; high categories. Communicating percentage 95,2%; high categories.

Activity teaching learning speaking skill using hyponymy game in the second meeting showed: last part closing percentage 90,93%; high categories. Post-test percentage 93,8%; high categories. All activity teaching learning speaking skill using hyponymy games in the second meeting percentage 93,45%; high categories.

3. Based on the research conducted in the first grade of MTs Al-Islam, the researcher concluded that the result of calculation shows that  $t_{\text{observation}}$  is higher than  $t_{\text{table}}$ . The result of  $t_t$  on significant 5% = 1,67 and 1% = 2,40. It indicate that  $t_o > t_t$  or  $5,45 > 1,67$  and  $5,45 > 2,40$  so the zero hypothesis are rejected and the alternative hypothesis is accepted. It means. There is a significant the effectiveness of teaching speaking using hyponymy game.

## **B. Suggestions**

After making the conclusion about the students speaking skill, the researcher give suggestion for increasing speaking in the place of research.

1. For the teacher: the teacher should try this method because, students more interested, spirit, happy and enjoy when teaching learning process. Do not do bored method that will make students bored and do not spirit in learning English. And also as a teacher must understand the students' needs. So, there is suitability between the policy and students' need.
2. For school: the researcher hopes this research is used as reference for increasing of achievement in MTs Al-Islam Serang and especially for the students.
3. For students: students must develop their speaking, the student must change their perception about English. It is fun to learn and their must study hard especially in speaking skill, to improve their ability.

The suggestion above are given based on the research that was done by the researcher. The researcher hopes this suggestion can give positive contribution for improving the teaching and learning process in MTs Al-Islam Serang.