

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After accomplishing the entire steps of the quantitative research method, the author made the conclusion and suggestion based on the result of this research.

1. Before giving treatment, the author conducted a preliminary study. The author found that students' difficulty in speaking English at the tenth grade of High School Al Mubarak Kota Serang was as follows: (1) Some students' feeling nervous and shy when have to speak English. (2) They admit difficulty in pronouncing sentences or words correctly. (3) Some students said that they were not used to speaking English in class or in daily activities with the addition that they did not really like English lessons. and the author got mean score of pre-test both of experimental class and control class was 63.33 ($\Sigma 1900$) from experimental class and 66.13 ($\Sigma 1984$) from control class. It mean that the students' speaking in High School Al Mubarak Kota Serang at tenth Grade taken as sample of the research relatively same both of experimental and control class.

2. The teacher gave treatment read aloud using mini drama script to the experimental class. (1) The teacher after that the teacher asked the students to focus on looking at the script in front of they after that the teacher asked the students to focus on looking at the script in front of them. then the teacher starts doing treatment with a reading intonation that is not too slow and not too fast. (2) Students' are asked to practice read aloud the script that has been given. It made them easily to speaking.

(3) The students' in experimental class play as an actor on the script with the interlocutor classmate. The teacher gives the clue and let the students' to guess the answer. The student who can answer the all questions will get maximum score. This strategy is effective when viewed from student results.

3. The use of 'Read Aloud Using Mini Drama Script' to enrich students' speaking skill on High School Al Mubarak Kota Serang it could be seen from that means score from experimental class after giving treatment used read aloud got higher score $81,7 > 70,6$.

Based on the result t-test, the author obtained some data, the mean of experiment group is 81,7 and the mean of control group 70,6 besides, the value of t-test is 5 and t-table is 1,67. Moreover, the author

compared t_0 with t_t on degree of significance 5% and the result showed t-test is bigger than t-table, $t_0 > t_t$ or $5 > 1,67$. In other words, we can draw the conclusion is significant difference between group which use read aloud and group which did not use read aloud in enriching students' speaking skill.

B. Suggestion

Finally in the last sub - chapter, the author admits that this research study is far from perfect. However, the author believes that this study also has contribution especially in improving students' speaking skill. The last, the author wants to sum up this study by giving some suggestion for those who may concern or have responsibility to students' speaking skill.

1) For Teacher

- Read aloud can be used by English teacher as a strategy to create a new atmosphere in the classroom.
- Teacher can develop this strategy to be more creative.
- Teacher can develop this strategy this strategy for show plays or graduation stage on boarding.

2) For students

- The students of High School Al Mubarak Kota Serang can be used as a training method at home or at the boarding house.
- This method will be useful for students if there later be a graduation stage which is usually held at the boarding for drama performances.
- This method can be useful for students as a reminder that if they want to speak fluently, they must apply and practice it.