

## CHAPTER V

### CLOSING

This chapter covers: (a) conclusion and (b) suggestion.

#### A. Conclusion

After obtaining the data analysis from the scores obtained of English test, it could answer the problem of the study which to measure the effect of Communicative language teaching (CLT) method on speaking skills at the eleventh grade students of SMA Muhammadiyah Palangka Raya. Based on the result of data analysis, the students' obtained scores of English from the experimental group (taught using role play technique) and the students' obtained scores from the control group (taught without using role play technique) were significantly different.

Furthermore, the result of testing hypothesis could answer the problem of the study to test the hypothesis of the study. The writer used t test calculation with manual calculation and SPSS V 22.0 Program. Based on the result of hypothesis test calculation, it was found that the value of  $t_{\text{observed}}$  was greater than the value of  $t_{\text{table}}$  at significance level or  $2.000 < 4.569 > 2.660$ . It meant  $H_a$  was accepted and  $H_o$  was rejected. The result of t-test using SPSS 22.0 Program, it was found the t observe was greater than the t table at 1% and 5% significance level or  $2.000 < 4.875 > 2.660$

This is indicated that  $H_a$  stating that there is significant effect of using Communicative language teaching (CLT) method toward students' speaking skills

at the eleventh grade students in SMA Muhammadiyah Palangka Raya was accepted and the null hypothesis stating that there is no significant effect of using Communicative language teaching (CLT) method toward students' speaking skills at the eleventh grade students in SMA Muhammadiyah Palangka Raya was rejected.

It meant that the students were taught English by using Communicative language teaching (CLT) method, the students' English scores (speaking skills) are better than without using Communicative language teaching (CLT) method. It can be proved by the difference between pre test and post test. The interpretation above answer the problem of the study that Communicative language teaching (CLT) improves the speaking skills at the eleventh grade students of SMA Muhammadiyah Palangka Raya.

## **B. Suggestion**

Based on the findings of this study, the strengths and the weaknesses of this technique, then the suggestions are made. The writer would like to propose the suggestions for students, the teachers and the researchers.

### **1. For SMA Muhammadiyah Palangka Raya**

Communicative language teaching (CLT) is one of methods which design to help the English learners to use the target language for daily communication that can improve the students' knowledge and skill especially in speaking skill.

Therefore, the writer recommended to the students of SMA Muhammadiyah Palangka Raya to apply this method to the students so they can practice their

English as much as possible and improve their language skills, because English as a language is not only for known but it should be practiced.

## **2. For The other writers**

The writer recommended for other writers who wanted to conduct the study related to the teaching method especially in Speaking skills to the other method and grades. The writer realized that design of the study was very simple. There were still many weaknesses that could be seen. Therefore, for further writer; it was expected that the other writers could improve this study with better design and different object in order to support the result finding. In other word, the other writers can use this research as the reference for conducting their study.

## **3. For Library references**

The writer give contribution for library refences in order to enrich the library references in the field of English study program.

## **4. For the teachers**

The Senior High School English teacher could use Communicative language teaching (CLT) as an alternative method to teach speaking skills at SMA/MA level. Teachers should be able to provide students with skills which very needed in globalization era later. That skill is speaking skill. So, the writer recommended the teachers to use Communicative language teaching (CLT) to make the teaching learning process more alive and meaningful, so that can help students to improve their speaking ability especially and their English generally.

Nevertheless, the English teacher should consider some aspects in implementing the method. They are;

- a. The teacher should set the time as effective as possible by considering the length of time allotted in every activity.
- b. The teacher should deliver the explanation using clear voice and clear explanation to get the students understand with the main purpose of the learning activity.
- c. The teacher should provide the students with list of vocabulary or ask them to always bring dictionary since they still have poor vocabulary.
- d. The teacher should distribute high achiever students in each group that they can help low achiever friends in their groups.
- e. The teacher should be patient for every possible trouble while doing Communicative language teaching (CLT) activity.