

Chapter Five

Conclusion and Recommendation

As the last chapter, this chapter presents the summary of the research. This chapter consists of two parts including conclusion and recommendation.

Moreover conclusion in this chapter is presented to conclude the result in detail.

Besides, the recommendation for students, teacher or lecturer and future researchers are also presented.

Conclusion.

This research is purported to investigate the effectiveness of using Pair-taping method on students' speaking performance at class *XI API* in *SMK N I Godean*. Besides, the researcher focused on speaking performance because this skill is very important to students especially for English Foreign Language learners (EFL) in sharing, giving and accepting idea. Quasi-experimental is an experimental research design in which there is only one group experimental and there is no control group, so there could be other aspect that affect the result of this research (Cresswell, 2012). The researcher used one group pretest and posttest design to conduct this research.

The research design of this research used one group named experimental group where there was no control group of this research which was given once pretest and once posttest. The questions of the posttest was same as the questions in the pretest. The questions of the pretest and posttest were same because the researcher wanted to know the significant improvement of the students' speaking performance which were tested before and after the treatment with the same

question. A total of the participants were 32 students. The students showed that their speaking performance were poor in the pretest, because they were still confused to answer the questions in the level-check and probing questions. They could not manage their fluency and need more time to response the question. After completing the pretest, students were required four treatments. After the research finished, the researcher found that there was a significant difference on students' speaking performance before and after the treatment. Feedback was given for students in every treatments to make students aware of their errors and evaluated their errors.

Although some students were absent and not all students received full treatment which were consisted of four meetings, they could get better performance in oral interview test (see Appendix 8. for details). There were four students who could not get full treatment because being absent for various reasons. Hence, it could be summed up that the use of Pair-taping method could improve students' speaking performance although they just got two or three treatments.

Using Pair-taping method could make more interactions between the teacher and other students because in every activity there was feedback activity to evaluate and correct students' speaking performance. The result also showed that they not only learned language feature but also learned how to interact with other speakers. The purpose of the feedback was that students could get information to correct their speaking errors and enhance their speaking performance. The results are as followings.

The result showed that there was a significant difference between students' speaking performance before the treatment as the pretest and students' speaking performance after the treatment as the posttest. In addition, the difference could also be seen from the mean score which was 6.84 on pretest and 14.81 on posttest. The mean difference between pretest and posttest was high which was on 7.969. Hence, the used of Pair-taping method had a significant effect on students' speaking performance.

The result of hypothesis testing showed that the use of Pair-taping method could improve students speaking performance significantly. It could be checked by analyzing the p value of Sig. (2-tailed) and t-value of the data. The data of the research revealed that Sig. (2-tailed) < 0.05 ($0.000 < 0.05$). The previous calculation revealed that *t*-value of the t-test was higher than the value of *t*-table ($t_0 15.247 > t_t 2.042$). Based on the data, it could be concluded that there was a significant difference on students' speaking performance before and after using Pair-taping method. The researcher could conclude that the students' speaking performance at class XI AP1 in SMK 1 Godean can be developed if the students were taught speaking using Pair-taping method.

The *Effect Size* of this research was in moderate effect. This teaching method gave a significant effect on all elements of speaking including grammar, vocabulary, pronunciation, fluency, comprehension and task. Fluency element had high effect in this result. Students could speak English confidently and without feel nervous. They could manage pause of the conversation. Moreover, vocabulary element had low effect on speaking performance improvement.

Students still had lack of vocabulary collection and they still felt hard to choose an appropriate word and forget some vocabularies. They did not have various vocabulary collection either. However, students need more time in thinking an appropriate vocabulary in speaking and have a monotone vocabulary. In conclusion, it could be summarized that the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected.

Teaching speaking by using Pair-taping method was not the main factor which contribute on the improvement of the students' speaking performance at *SMK N 1 Godean*, but there could be some factors which affect students' speaking performance such as students' hobby, extra activities and higher level of English mastery. Students had a hobby like always listen English songs, watch an English movies, play games and always practice their speaking with their friend. They got new vocabularies and always faced speaking English practices by watching or listening English conversation from a native speaker. Sometimes listening an English song could enhance students' pronunciation and vocabulary knowledge. Students also did an extra activity including join an Extra Curricular in the school and join an English course to enhance their speaking performance. The last factor was students had higher level of English mastery, so they had a good performance before and after the treatment. Furthermore, they also got a higher score of *KKM*. Giving and receiving feedback on every treatments were also influence on students' speaking performance. They could know which part of speaking that should be improved and needed full of attention in some elements of speaking, so they could improve their speaking performance optimally. Familiarity of the

questions could be one of the other factors which affected on students' speaking performance. They could answer the questions fluently because they have faced the questions in previous test. Those factors support the improvement of students' speaking performance.

To sum up, the result of this research showed that how important it is to use Pair-taping method to encourage speaking performance. This research proved that Pair-taping method could improve speaking performance and it could be used as a good teaching method for teaching and learning process.

Recommendation

Based on the results of this research, the result indicated that there was a significant effect of the using Pair-taping method on students' speaking performance. The researcher addresses the recommendations to be considered in teaching and learning English as follow:

For teachers and lecturers

Teachers are suggested to establish students' motivation to speak and encourage introverted students to contribute orally by using different topic which depend on teachers' plan. The teachers and lecturers are suggested to always give a feedback to their students as a result of their students' learning. It can make students stimulated to take a part in the class, so they can know and analyze their errors or deficiencies. The teachers are suggested to use the facility in the school as a media to push and train students' speaking performance.

For students

The students are suggested to practice their speaking intensively on their daily activities with their friends. They are also suggested to pay attention in detail when the teachers explained and gave feedback on their speaking performance. Moreover, students are suggested to be more active during teaching and learning process. The students are suggested to learn and search knowledge of English subject not only in the class, but also outside of the class like reading English books, listening to the music, joining an English Speaking course or English Speaking Club and English Extra Curricular.

Future researches

Other researchers can conduct a similar research to review but focus on other skills of language, such as listening, writing or reading. They can compare this research result with other researchers through the Effect Size and conduct a research related to the students' motivation and achievement in speaking. For the next research, the other researchers can conduct a research about the use of Pair-taping method to enhance students' motivation in speaking. Other researchers can conduct experimental research use Quasi-experimental research design of this research because this research design were proved that it was an effective research design to be used.