

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on data analysis in chapter IV, the conclusion was drawn as follows:

1. The students' ability at speaking skill of the tenth grade MIPA-1 at SMA Negeri 1 Bakongan before using Study Group Technique was very low, because when learning English students' motivation is still low, students lack of vocabularies, grammar, and also the students not confidence in speaking English because the students still misspronunciation.
  2. The implementation of Study Group technique can improve students' speaking skill at the tenth grade MIPA.1 of SMA Negeri 1 Bakongan. It was found that classroom atmosphere which using Study Group techniques is better because the students more active when learning English Speaking, students have a good responses and participate well in teaching learning process. In short, they were interested and felt more enjoyable by applying this technique when learning English lesson especially in learning speaking skill. It was demonstrated by their contribution in speaking class, discussions, and performing their works in front of the class with their friends. Additionally, by implementing the Study Group technique, students gained confidence in speaking English in front of the class.
- The implementation of Study Group Technique in teaching students' speaking skill of the tenth grade MIPA-1 at SMA Negeri 1 Bakongan applied through some

way. First, Study Group Technique implemented by divided students within the 2-6 person groups in the class, after that giving the students some questions. Individual studies are combined to contribute to group studies in that groups gather data about the topics that have been discussed and researched by cooperating. Second, by using of Study Group Technique the solutions of the problems which have been obtained are discussed and commented in group with friends and then revealed as a product or presented in front of the class by orally about the results of students' work in group. Third, using the Study Group Technique, all of the students in the group interact positively with one another and share materials, data, and abilities. Members of the group should be responsible for something and contribute to their friends' knowledge of the subjects they are studying. The last, by using of Study Group Technique the teachers should be coordinator, and help the students when it is necessary.

3. The students' ability at speaking skill of the tenth grade MIPA-1 at SMA Negeri 1 Bakongan after the implementation of Study Group Technique was improved from the Pre-Test to Post-test II. Pre-test results show that students' average score is only 53, and only 15%, or 3 of 20 students passed the test. Students' average score in post-test I is 66.75, which means that only 45%, or 9 of 20 students passed the test. And post-test II, students' average score is 76.25, with 80% or 16 of 20 students passing the test, indicating that using Study Group technique can improve students' ability in speaking skill.

## B. Suggestion

Based on the conclusions above, researcher would like to give some suggestions as follows:

### 1. For Headmaster

Headmaster can advise English teacher to use Study Group technique when teaching speaking skills because from findings of this study show that Study Group technique improved students' speaking abilities.

### 2. For English Teachers

It is beneficial for English teacher to use the Study Group technique when teaching speaking because it improves students' ability to speak, and this technique is appropriate for students.

### 3. For Students

Because speaking is the most important skill, students are expected to improve their speaking abilities.

### 4. For Researchers

For the next researcher, the Study Group technique can be used to conduct the research.

### 5. For Readers

This research can serve as a reference for future research as an encouragement to use Study Group technique at teaching and learning process.