

## **CHAPTER V**

# **CONCLUSION AND SUGGESTION**

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### CONCLUSION

This chapter is dealing with the summary and suggestions of the writer concerning the teaching of speaking through group discussion with problem solving.

#### 5.1. Summary.

This study was carried out in order to find out whether there was any significant difference in student's achievement between the use of group discussion with problem solving and the dialogue material given by the teacher.

The analysis of the sub-summative test shows that the mean of the experimental group was 67.88 and the mean of the control group was 67. The observed  $t$  was 0.5736 and the  $t$  table at the 0.05/2 level of significance was 2.000. This means that the observed  $t$  of the sub-summative test was lower than the  $t$  table. It means that at the beginning of the experiment the speaking ability of the two groups was more or less the same.

After knowing that at the beginning of the experimental, the speaking ability of the two groups was more or less the same. Both groups were given treatments. The experimental group was given group discussion with problem solving while the control group was given dialogue materials from the teacher. After the treatments were over, the two groups were given the post test. The mean of the experimental group was 15.4 and the mean of the control group was 13.8. The observed  $t$  was 4.135 and the table at 0.05 level of significance was 1.671. Since the observed  $t$  is greater than the  $t$  table, the alternative hypothesis is accepted. It means that there is significant difference in student's achievement between the use of group discussion with problem solving and the use of dialogue material.

It can be concluded that teaching speaking through group discussion with problem solving has positive influence and improve the subject' speaking ability.

## **5.2. Suggestion.**

At the end of this study, the writer would like to give some suggestions, which will hopefully be useful for the teaching of speaking.

The English teacher should encourage the students to become active speakers. The function of the teacher is only as a facilitator not as a participant, so the English teacher should let the students express their own ideas freely, when the students can't express their ideas, the English teacher can help them.

The English teacher should limit the number of students in each class. The purpose is that the students have more time to express their ideas. It is realized that this study has many weaknesses. Hopefully better results can be obtained if other researchers apply this technique-group discussion with problem solving in teaching speaking.

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