

CHAPTER V

CONCLUSSION AND SUGGESTION

5.1 Conclusions

Based on the finding and discussion in chapter IV, it could be concluded that the use of Performing Drama as method in the teaching student's pronunciation of affix "s" added to sibilant sounds in the Simple Present Tense was effective.

It was proved by the obtained score of t-test. The t-test showed that t-score 1,754 was higher than t-table 1.67. It meant that H_a was accepted and H_o was rejected.

Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class VII B who were taught pronunciation of affix "s" added to sibilant sounds in the Simple Present Tense using Performing Drama as method and students in class VII A who were taught pronunciation of affix "s" added to sibilant sounds in the Simple Present Tense without using Performing Drama as method (Three-Phase Technique).

The average score of experimental group was 65.66 and the average score of control group was 62.58. It meant that the experimental group (class VII B) was better than the control group (class VII A).

5.2 Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. Teacher should use Performing Drama as a method in the teaching of Performing Drama to improve student's pronunciation of affix "s" added to sibilant sounds in the Simple Present Tense, because it can help students motivate to speak and improve student' pronunciation. By Performing Drama, students can be minimized student' shy to try to speak or conversations when they are interaction with friends

because drama is done by group or pair, so it can build students' bravery to speak using English and can improve student's pronunciation.

2. Teacher should prepare the situations well. For example, make situation with script. It means that before using Performing Drama as method in the teaching student's pronunciation of affix "s" added to sibilant sounds in the Simple Present Tense. It will be better if teacher makes sure that the situations with title's script that will be played by the students. Moreover the script consists of affix "s/-es" added suitable with the material.
3. Teacher should be able to manage the class that suddenly become so hysteric and hard to be controlled when some students make mistake in performing drama when they are conversation with friends.