CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV, it could be concluded that the use of active learning through "Who is in the Class Strategy" for teaching speaking descriptive text at the tenth grade students of MA NU Nurul Huda Semarang in the academic year of 2011/2012 was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 2.624 was higher than t-table 1.68. It meant that Ha was accepted and Ho was rejected.

There was a significance difference in the achievement between students in X A class who were taught speaking descriptive text using "Who is in the Class Strategy" and students in X B class who were taught speaking descriptive text without using "Who is in the Class Strategy". The average score of experimental group was 68.33 and the average score of control group was 63.13. It meant that the experimental group (X A) was better than the control group (X B).

In this study, we can see the significant difference between post-test and pre-test score of experimental group, also between the result of experimental and control group. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught speaking descriptive text using conventional method. By reading, understanding, and analyzing the content of text in the teaching learning process, teacher could not increase students' speaking skill in descriptive text, even teacher made students felt bored. Students could not enjoy in practicing their speaking skill and engage the learning process well.

In the pre-test, students' ability in speaking descriptive text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in speaking descriptive text. Sentences, which were used by students to convey the idea, were influenced by Indonesian language. Moreover they don't know what should they say when they want to convey their meaning. Students' ability was in low level when they had to arrange

words to be a good sentence that comprehensible by considering main function. It meant that the idea was not clearly stated and the sentences were not well-organized to support the transformation of meaning. Students' pronunciation and fluency was also far from being perfect. Not only the way they convey their idea was not clear but also there were many difficulties in grammar and vocabulary. Therefore, students' ability of speaking descriptive text was hard to be understood.

Based on the analysis of students' ability, it was found that students' ability after getting treatment has improved. In the treatment, students were doing "Who is in the Class Strategy" that was in line with the needed of the material they learn. The vocabulary choice, sentences arrangement, and the way they produce the word were good and relevance to the topic so the meaning were easy to be understood. Their speaking was still comprehensible however; there were some mistakes in grammar and pronunciation.

From the analysis of research, there are some factors that can make students score in post-test of experimental group is much better. First, "Who is in the Class Strategy" gives students the real situations of a chronological action in learning process. It helped students to express their ideas based on their imagination to be transferred to the reality. Second, "Who is in the Class Strategy" also gives many chances to practice speaking. It will be very wasting time when the students only learn lots of materials or learn how to make some texts without practicing to apply it in real life context. Third, Students' pressure and boredom in learning speaking could be avoided. The treatment gave students different nuances of teaching and learning process so they were interested in following the lesson. "Who is in the Class Strategy" gives students chance to show up their speaking without afraid to make a mistake.

B. Suggestion

In English language teaching, the teacher must create enjoyable, fun and interesting way as a teaching strategy. The enjoyment ought to be the foremost aims which hopefully will have good effects on the education, because what they

dislike, they drop as soon as possible. In other word, the teacher should make learning enjoyable because students like kinds of games and learn well when they are enjoying themselves.

This research has found out the description students' achievement at MA NU Nurul Huda in speaking descriptive text mastery. Teaching speaking descriptive text using "Who is in the Class Strategy" can motivate students to improve their speaking skill in descriptive text. Recognize the function of active learning through "Who is in the Class Strategy" for teaching speaking descriptive text helps them to apply the descriptive text in real life context. It also helps get a good speaking for the real communication. So, Students should improve and practice them in real situation for the world beyond the classroom.

The school institution is hoped to support teachers to create enjoyable, fun and interesting situation in learning such as using "Who is in the Class Strategy" in teaching speaking descriptive text. So, this research can increase students' knowledge especially in English skill.