

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion follows the research objectives proposed in Chapter I. Based on the research findings and discussion, the conclusions that can be drawn are as follows :

1. There is an effect of teaching speaking skills using the Information Gap Technique on students' speaking skills in the second grade of SMP Muhammadiyah 1 Metro. The mean value of speaking skills of the experimental class was higher than the control class (73.10>56.83). This means that teaching speaking skills using this technique has a significant effect on students' speaking skills.
2. There is a significant difference in the use of information gap techniques in speaking skills. This is evidenced by the results of data analysis which shows the obtained t value (8.931) is higher than the t table (2.000) at the significance level (0.000) smaller than (0.05). Therefore, it can be said that teaching speaking skills by using the information gap technique is more effective than without using the technique.

B. Suggestion

The teaching and learning process can be successful by how teachers design classroom programs with activities that make students interested in learning. In relation to teaching speaking by using information gap, the researcher provides some suggestions for teachers, students, and other researchers as follows:

For the Teacher :

1. Teachers need to use learning activities that involve every student because they deserve a chance to speak English.
2. Teachers should be able to be a good facilitator. Teachers need to control students' activities and help them when they have difficulties in translating Indonesian into English and vice versa.
3. Teachers should realize that there are high and slow achievers in the class. Teachers need to give different treatment by giving extra attention to improve the ability of slow students so that they can keep up with other students.

For Students :

1. Students should be able to take part and be active in the activities designed by the teacher.
2. Students are expected to be able to practice English in and out of the classroom.

For other researchers

1. In conducting this research, there are several obstacles that arise such as time and class management. Researchers hope that other researchers who will conduct the same research can manage time and classes well so that the available time can be used optimally.
2. There are few studies on the Information Gap and its implementation in teaching speaking. Therefore, further research can use this technique in English teaching for other English skills such as writing, reading, and listening.