

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This concluding chapter summarizes and relates the accounts discussed in the previous chapters and gives suggestions based on research findings.

#### A. Conclusion

The analysis of pretest score has shown that there is no significant difference between experimental and control groups in pretest score because the probability of pretest is higher than 0.05 ( $0.585 > 0.05$ ). However, the analysis of posttest score has shown that there is significant difference in posttest score because the probability is lower than 0.05 ( $0.000 < 0.05$ ). This means that authentic materials in teaching descriptive text are more effective to improve students' speaking ability than the conventional method.

The pretest and posttest scores of both groups have been analyzed through t-test formula to find out which method is more effective. The result shows that  $t_{obs}$  for experimental group is lower than  $t_{crit}$  ( $-17.773 < -2.038$ ), and  $t_{obs}$  for the control group is higher than  $t_{crit}$  ( $-1.292 > -2.038$ ). This means that using authentic materials than using textbook in descriptive text is more effective to improve students' speaking ability.

The result of the analysis of experimental group's pretest and posttest also showed that after being taught by using authentic materials in descriptive text, all students in experimental class showed improvement in their speaking

ability. It was found that there were two aspects in speaking which improved significantly: grammar and vocabulary. This means that authentic materials are effectively improve students' speaking ability, especially their grammar and vocabulary mastery.

In addition, the improvement of the given treatment can be seen from the result of gain calculation. The experimental group's gain is 9.85% and the control group's is 0.91%. It means the experimental group's gain is 8.94% higher than the control group's. In other words, using authentic materials in teaching descriptive text effectively improve the students' speaking ability because they have better improvement compared to the students taught speaking without using authentic materials.

Based on the data obtained from questionnaire and interview, it can be concluded that using authentic materials in teaching descriptive text is effective to improve students' speaking ability because:

1. The students' ability in pronunciation, fluency, especially grammar and vocabulary are improved.
2. Authentic materials make the lesson more meaningful, comprehensible, fun and interesting.
3. Authentic materials increase the students' motivation to learn and speak English actively and enthusiastically.

## **B. Suggestions**

Based on the result of the research concerned with the use of authentic materials in descriptive text, there are some suggestions recommended for English teachers and the next research in related field.

### 1. For English Teachers

- It is recommended that English teachers use authentic materials in descriptive text especially for speaking ability as an alternative teaching material.
- It is recommended that English teachers choose authentic materials that are appropriate with the students' ability.
- It is recommended that English teachers vary the authentic materials that will be given to the students.

### 2. For the Next Research

This research is still not enough to discuss and explore authentic materials used in language classroom. Therefore, if there any research which investigates authentic materials, it is recommended that future researchers do the following suggestions:

- to investigate the use of authentic materials in teaching other genres such as narrative, report, news item, spoof, etc.
- to investigate the use of authentic materials in improving other language skills such as reading, listening, writing, grammar, vocabulary and pronunciation.
- to find more theories about authentic materials in language classroom.

