

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

After processing the data obtained as explained in the previous chapter, the pretest score data had the same variances or the variances of experimental and control group were equal or homogenous at the level of significance 0.05. It meant that the students' abilities of both experimental and control groups in speaking could be stated equal before receiving treatment. On the other hand, the posttest score data had different variances or the variances of experimental and control group were not homogenous at the level of significance 0.05. It could be concluded that the technique was more effective in improving the students' speaking ability.

That the technique of cooperative learning: three-step interview was more effective could be seen from the gained score of the pretest and posttest. According to the previous explanation, it was clear that the experimental group's mean score was higher than the control group's one. In conclusion, the students treated by the technique of cooperative learning: three-step interview had better improvement in speaking ability than the students treated without the cooperative learning: three-step interview technique.

According to the data analysis of the questionnaire and interview, the cooperative learning: three-step interview technique was effective in improving students' speaking ability because the technique was applicable; the learning process was fun, more active; the teaching instruction was understandable, meaningful; students could develop creativity, ask questions, focus on language features, have opportunity to assess themselves or correct each other, take notes (keywords), and practice their knowledge of grammar.

In addition, students stated that by the cooperative learning: three-step interview technique, their vocabulary increased, speaking skill improved. The cooperation among students also increased. Besides, students were involved in the discussion. They tended to focus on the conversation instead of grammar aspect.

Other reasons that the cooperative learning: three-step interview technique was effective; students were motivated in learning and challenged by the materials.

Although the technique was effective, students also experienced difficulties in the process of learning. For instance, they were difficult either in pronouncing words or recognizing the keywords from the text or material given. However, students generally could handle these problems by asking or sharing with their partners cooperatively, asking the teacher, or opening the dictionary.

5.2 Suggestions

According to the conducted research result concerned with the cooperative learning: three-step interview technique, there are some recommended suggestions for the English teachers and the next related research.

1. English Teachers

- The cooperative learning: three-step interview technique is applicable and meaningful in speaking lesson so English teachers can consider it as the alternative technique in teaching speaking.
- Because of the difficulties experienced by the students, the proposed suggestions of the students such as making them free to get materials, increasing the frequency of this technique should be applied in order to help them solve the problems they face.

2. The Next Research

If there is any research related to the cooperative learning: three-step interview technique, it is recommended for the next researchers to do the following suggestions.

- investigate the cooperative learning: three-step interview technique toward other language skills such as writing, listening, and reading.

- investigate other types of cooperative learning in order to achieve a more meaningful and applicable learning process to improve student's skills.
- find more theories related to the cooperative learning, especially about three-step interview technique.