CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, various findings of the research are described together. Also, some theoretical as well as practical implications of these findings are suggested.

5.1 Conclusions

This research focused on the use of Meaning Use Form framework in improving speaking ability of young learner in fourth-graders. The purpose of this study was to find out whether the MUF Framework had improved the students' scores when compared with the control group. Furthermore, this study also aimed to discover the students' response to the implementation of MUF framework in teaching speaking.

Findings of this research suggest that the MUF Framework is effective in improving the students' speaking scores. The result from Independent *t*-test on posttest shows that there is a significant difference between the posttest means of the experimental group and those who were in the control group. The result finds out that the significant value is bigger than *r* critical. Therefore, the null hypothesis is rejected It means that the treatment that was given to the experimental group is significant to improve the students' speaking skill.

The result of Dependent *t*-test presents that the significance two-tailed is lower than *r* critical. Thus, null hypothesis (H_0) is rejected. It means that the treatment which was given to the experimental group was significant to improve the students' speaking skill. In addition, the computation of the effect size shows that *r* obtained value belongs to a medium effect size which means that MUF framework is effective to be implemented in teaching speaking to young learners.

Moreover, the MUF Framework is found to be potential to provide better learning when compared with the conventional method which is Grammar-Translation Method. This is proved by the obtained data from questionnaire. Nearly all of the students agree that by using attractive media they are able to

improve their speaking skill, increase their vocabulary mastery, and improve their self-confidence in learning language especially in speaking. However, MUF framework does not cover all of the students' need since this framework was found out to be still unable to deal with all those students' entire speaking problem.

5.2   Suggestions

There are several suggestions to be proposed for next studies in the similar field as the present research. First, the framework would be very suitable to be implemented in the medium and small class, as the result, all students can participate in the learning activity. Second, more guidance from teacher is needed. Consequently, the high-motivated students can help the low-motivated students to comprehend the learning materials better. Third, in applying the new technique, teacher should give more motivation and direction to the low-motivated students in each team. Fourth, the time allocation from each activity should be planned carefully. It should cover all of the planned activities and students' participation.