

CHAPTER V

CONCLUSIONS

This chapter presents the conclusions and suggestions of the research. The conclusions are explained based on the analysis of the research findings. Meanwhile, the suggestions provide further direction for the future researchers and English teachers.

5.1 Conclusions

The first major finding in this research is the use of direct method is effective in improving students' speaking skill in terms of intonation, pronunciation, communicative, grammar, and expressions. First of all, role play was used as pre test to both of the group, the result was not significant different, this result is proved statistically by Independent-Sample *t-test* SPSS 16.0 for windows calculation in pre-test scores, which proves that the significant value exceed the 0.05 level of significance and it means that the null hypothesis is accepted. Then, the treatment (direct method) was given in the second to fifth meeting to the experimental group, while control group was not given any treatment (direct method). In the sixth meeting, role play was used again as post test to both of the group in order to see whether there is a significant different after conducting the treatment. Based on the research findings, the researcher found that students have improved their speaking skill especially in introducing after receiving the treatment (direct method). This result is proved statistically by Independent-Sample *t-test* SPSS 16.0 for windows calculation in post-test scores, which proves that the significant value does not exceed the 0.05 level of significance and it means that the null hypothesis is not accepted. In addition, there is a significant difference between experimental group and control group post test means. Furthermore, based on the transcript, the students' speaking ability of the experimental group significantly improves than the control group.

The second major finding shows that almost all of the students give positive response to the implementation of direct method in improving speaking skill. The result also proves that the use of direct method gives many advantages in improving students' speaking skill. Moreover, the students are more motivated to be involved in the teaching and learning process because they feel more confident and have more chances to try to speak. In conclusion, the use of direct method is effective in improving students' speaking skill and can be used as an alternative in teaching speaking especially in introducing.

5.2 Suggestions

There are several suggestions in implementing the use of direct method in speaking classroom especially in introducing. First, in using direct method in the classroom, there must be students who are confused and do not know what to say. This problem can be solved with using a gesture and simple or dialy words and also help students to try to speak English correctly. It is also suggested that the teacher should not force students to speak English correctly at least they try until they feel confident. So, the students can enjoy the materials. Second, future researchers are suggested that they should conduct their studies on the effectiveness of using direct method in teaching other language skills or specific purposes. Third, English teachers are suggested to use English in the classroom because if the teachers do not talk English all the time in the classroom, the students will never learn how speak English well.