

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research and the suggestions. The suggestions are given to the teacher, students, and the other researchers.

5.1. Conclusion

This study had a true experimental design which was intended to get the empirical evidence of the effectiveness of cooperative learning with time token arends method on students' speaking ability at tenth grade of SMA Negeri 1 Tahunan Jepara. The purpose of this research was to find out the effectiveness of cooperative learning with Time Token Arends method to improve students' speaking ability at tenth grade of SMA Negeri 1 Tahunan Jepara in academic year 2020/2021. The conclusions were based on the previous chapter about the calculation of data:

1. At the beginning, students' score in experimental class was lower than control class. Then, after giving the treatment that was taught by using Time Token Arends in experimental class and control class taught by using pair in discussion, the score of experiment class was higher than control class. The result of pre-test score in experimental class was 63.77 and control class was 66.40. Meanwhile, the result of post-test in experimental class was 79.77 and control class was 75.54.
2. Beside that, there was significant effect of using Time Token Arends type to improve speaking students' ability. It can be known from the result of

independent sample t-test. It known the result significance was 0.010, and it was lower than the significant coefficient that was 0.05 ($0.010 < 0.05$). It means, that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. In other words, Time Token Arends strategy can be used as alternative method to teach speaking class. Teaching used Time Token Arends could make the students more active and motivate in learning process. There was no passive student and all of students have their returned to express their ideas.

5.2. Suggestions

After conducting the study, the researcher gave several suggestions for English teacher, the students, and other researchers.

1. English Teacher

It is suggested to English teacher, especially in teaching speaking, to make and use a fun learning and build a good atmosphere to support the students to speak. Teacher also needs to apply activities which make the students confident to speak English and teacher should let the students to speak even they make a mistake without any interruption (teacher give the student feedback after class).

2. For students

Students should not be afraid to make mistake when try to speak, because practice make perfect and better. The students must

brave and much to speak, students speaking ability will more fluent and good.

3. For other researcher

It is suggested to other researcher who will conduct the similar research to increase and to use other kinds of teaching speaking strategies. Meanwhile, the researcher who will use Time Token Arends type to improve speaking skills, it is suggested to control the class carefully, and develop the strategy. The result of this study was to give reference to future researcher who will conduct using Time Token Arends.

