

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research was a factorial design which had three variables those were think aloud pair problem solving (TAPPS) and different motivations as the independent variables while students' listening skill as the dependent variable. Based on the result of the data analysis and discussion in every chapters, the researcher concluded that there was no impact of using think aloud pair problem solving in improving students' listening skills with different motivation at the eleventh grade of SMAN 1 Welahan. The students' score was still low before applying TAPPS in students with different level of motivation. While after applying TAPPS in students with different level of motivation, students' score in post-test was higher than the pretest but it was not influenced by the learning strategy used. It could be seen in the test between subjects effect in pretest was F-test  $1,154 < 3,30$  and posttest was F-test  $1,409$  it was lower than  $< 3,30$  at the level of significant  $.05$ . which proved that applying of think aloud pair problem solving in learning English was not contributed to the improvement of students' listening skills with different motivation. The researcher also found a problem when applying strategy in the class with online learning. The problem was there are some students' who ignore steps of learning strategy. It was one of the reasons why the learning strategy not contributed to improve listening skills.

There was no significant effect of TAPPS in improving students listening skill of the elevent grade of SMA N 1 Welahan. It was showed from the result of independent sample F-test, that was the result of significance was  $0,259 < 3,30$  based on the result sig  $0,05$  (significance level of 5%), it means that  $H_a$  (alternative hypothesis was rejected and  $H_o$  (null hypothesis) was accepted. So, the conclusion is think aloud pair problem solving (TAPPS) was not effective in improving students' listening skill with different

motivation at the eleventh grade of SMA N 1 Welahan in academic year of 2020/2021.

## 5.2 Suggestion

There were two recommendations defined by the researcher. Students needed other strategy to improve their listening skills because think aloud pair problem solving (TAPPS) can not give impact to teaching listening. The researcher doubt that think aloud pair problem solving gave advantages to improve the students' listening skill with different motivation because from the result analysis showed that the differences between pretest and posttest scores was influenced by the level of students' motivation not based on the learning strategy. Second, the English teacher can use think aloud pair problem solving (TAPPS) as a technique in teaching other than listening skills.

