CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of data analysis.

5.1 Conclusions

Based on the research findings and discussions in previous chapter, the result of the data analysis showed that:

5.1.1 The students' English speaking ability of the first grade of SMA Negeri 3 Parepare in class X IPA 3 as experimental class was improved significantly through teaching speaking by using comedy drama strategy. It could be seen from the different score of pre-test and post-test. Where the score of post-test was 67.94, which is compared with the score of pre-test that is 45.89. And also from analyzing the data by using the test formula showed that t-test (7.55) in post-test was higher than t-table value (2.021) means the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It shows that there were significant different the students' speaking ability before and after implementing comedy drama.

5.1.2 The students' speaking ability in class X IPA 2 as control class by teaching speaking through conventional way was also improved seems in experimental group. Because, there was different improvement that indicated in the mean score of pretest and posttest. The mean score in posttest was 55.22 higher than the mean score in pretest that is 45.28. Therefore teaching speaking through conventional way was good as well. And it also could be seen from the test formula showed that t-test (2.98) in post-test was higher than t-table value (2.021).

5.1.3 The implementation of comedy drama strategy to improve students' speaking ability better than conventional way, because there were significant different improvement of the students' speaking ability at the first grade of SMA Negeri 3 Parepare before and after implementing comedy drama strategy in experimental class and conventional way in control class. According to the writer, teaching English through both activities actually were the good ways to improve speaking skill, although the improvement of students faced was not the same both of them, it seen from the result score in t-test formula. The different improvement of students between experimental class was higher than improvement of students in control class (7.55 > 2.98). The writer found there were some factors affecting the differences both in experimental and control class, such as: motivation in learning and speak in English, self-confidence in speaking, the interest in topic/subject as well as the enjoyment to learn. Therefore, teaching speaking through comedy drama better than teaching through teacher usual method or conventional way.

5.2 Suggestions

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows:

5.2.1 English teacher should make an enjoying situation during English teaching process.

5.2.2 In teaching speaking, the teacher is hoped more creative and has a good feedback in teaching their students in order to maximize teaching learning process and does not make the students to be bored.

5.2.3 The teacher would be better to use strategy of drama and other media in their teaching so the teaching-learning process will not be boring and can add

motivation for students.

5.2.4   The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.5   It is suggested that speaking English teachers implement strategy specially comedy drama can help the students in improving their speaking ability.