

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

According to the research findings and the discussion in the previous chapter, the researcher wrote some calculation. First self-directed dialogue technique was effective in teaching student's speaking skill, it can be seen from the pre-test score (38.61) was in very poor level and the post-test (78.87) which was place in good level. The students who taught by using self-directed dialogue technique proven better than the students who did not. It could be seen from the calculation of t-test showed significant result with the sig -000 (below 0.05) which can be interpreted that the significant different was existed. Thus, this finding was fulfilled the requirement to reject the null hypothesis (H_0) or in other hand there was statistically significant difference between the means of pre-test and post-test in speaking after the treatment by using self-directed dialogue technique.

This technique can be one of alternative technique, which use to teach the students in the speaking class. At last, the used of self-directed dialogue technique was significant in teaching the student's speaking skill, especially in practice and it could be drawn from the effect size of the treatment which categorized in high effect or significant (the effect size score (3.6). Therefore, the implementation of self-directed dialogue technique was effective and significant in teaching student's speaking skill to the eight grade students in SMP Negeri 2 Pontianak in the academic year of 2022/2023.

B. Suggestions

Complying with the result of the study, the researcher will be better to confirm the same suggestion related to useful and the implementation of self-directed dialogue technique in this study.

1. To English Teacher

The effectiveness and the significant effectiveness of this technique that has explained surely attracted every English teacher to use this technique. However, thing to remember, there are some important points to be watch in the teacher interested to implement this technique in the classroom:

- a. The teacher must be creative to looking for some common and interesting topic for student to discuss in a group.
- b. The teacher must be capable to determine and manage the proper time. Because this technique uses much time in teaching. The managing time very needed before implement this technique to reach the objectivity and the indicator lesson.
- c. The teacher must make the technique carefully and as possible, because this technique has some parts that easy to break.

Quit of those suggestions, if the teacher interested to buld participation in speaking skill, self-directed dialogue technique will be useful to solve the problem.

2. The students

If the students are shy to speak in front of the class, they can prepare to practice speaking outside the class (e.g., At home) with self-directed dialogue technique ok before talking in the classroom. The technique is very beneficial to spur on the spirit and building self-confident.

3. To the other Researcher

For the researcher who desires to conduct the same research with self-directed dialogue technique in teaching student's speaking skill, the researcher expects the research findings of this research can used as a reference before they conduct their research.