

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research the writer can conclude the real world task technique has effect in teaching speaking skill at the seventh grade students in MTs Al-Madaniyah Mataram in academic year 2018/2019. It is indicated by the difference of students score in the two classes where the mean score of class VII A (experimental group) and VII B (control group).

The results of equal variances assumed df 42 from sig. (2 tailed) is .080 at confidence level of 0,05 (95%). if making a decision in the test independent sample t test through choosing between t count and t table, then the value of t count here can be positive that is 3.636. If the t count > t tabel then H_a rejected and H_o is accepted, it means there is an average difference student learning between the control group and experiment group and the real world task has effect in teaching speaking skill (Jonathan Sarwono. 2015. *Rumus-rumus Populer dalam SPSS 22 untuk riset Skripsi* Yogyakarta: Andi Offset. hal 152). and then, the effectiveness real world task in teaching speaking skill. because seen from value sig. levenes test for equality of variance is $1.273 \geq 0,05$ it means data variance between control group and experimental group is not homogeneity (V. Wiratna Sujarweni, 2014: 99).

To find the independent sample test in section equal variances assumed the significance value (2-tailed) higher $0,08 > 0,05$, then decision making in the independent sample t test it can't be concluded that H_0 is accepted and H_a is rejected. Thus it can be concluded that there is no difference between the experimental group and control group. so with a confidence level of 95% the difference between the control group and experimental group is -7.722 until .449. thus it can be concluded that the real world task technique has effectiveness in teaching speaking skill.

44

5.2 Suggestion

1. For the English Teacher

The researcher suggestion for chosen task appropriate with student requirement, the student interest and speaking ability. Besides prepare the material and task better, teacher should give full attention in managing in learning process.

2. For the further researcher

In expected to focus at the topic research. Case study need planning and preparation. Researcher also have to pay attention allocation research time because sometimes earn happened mistake during research process with making annoyed research time.

REFERENCES

- Al Musallam, Enas. 2004. *Using Authentic Materials in the Foreign Language Classroom: Teachers' Perspectives in Saudi Arabia* Unpublished Term Paper. University of Saudi Arabia
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek* Jakarta: RinekaCipta.
- Arikunto, Suharsimi. 1998. *Prosedur Penelitian Suatu Pendekatan Praktek* Jakarta: RinekaCipta.
- Arikunto, Suharsimi. 2014. *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Bc. Petra Solcova. 2011. Master's Diploma Thesis. *Teaching speaking skills*. Masaryk University Faculty of Arts: Published
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. White Plains: Longman
- Haryanto, Yan, et al. 1994. *Pendidikan Bahasa Inggris*. Jakarta: Universitas Terbuka
- H. Douglas Brown. 2001. *Teaching by principles an interactive Approach to language pedagogy*. NY: Addison Wesley Longman Inc
- H. Douglas Brown. 2004. *Language Assessment principles and Classroom practices*. London: Longman.
- Harmer Jeremy. 2002. *The practice of English language Teaching*. England: person Educational limited, 3rd Ed.
- Khamkhien, Attapol. 2010. *Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective* Unpublished Research Paper
- Kilickaya. Farit. 2004. *Authentic Materials and Cultural Content in EFL Classroom* The Internet TESL Journal, 10 (7). [http://iteslj.org/Techniques/Kilickaya Autentic Material. html](http://iteslj.org/Techniques/Kilickaya_Autentic_Material.html)(Pukul 20:15 WIB, 10 Maret 2018)
- Kolb, David A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*.

<http://www.learning-theories.com/experiential-learning-kolb.html> (Pukul 09:20 WIB, 11 Maret 2018)

Murad, Tareq Mitib. 2009. *The Effect of Task-Based Language Teaching on Developing Speaking Skills among the Palestinian Secondary EFL Students in Israel and Their Attitudes towards English*. Unpublished Thesis. Yarmouk: Curriculum and Instruction Department of Education Faculty of Yarmouk University.

Richards, Jack C and Rodgen, Theodore S. 1986. *Approach Method and Language teaching*: Cambridge University Press

Wathani, Nurul. 2005. *English Speaking Ability for the Second year students of SMA NW Pancor in the school year 2005/2006*. Mataram: FKIP UNRAM Unpublished Thesis

