**CHAPTER V**

**CONCLUSION AND SUGGESTION**

Based on the result of the study on the previous chapter, in this chapter the writer describes the conclusion and suggestions for the readers.

**A. Conclusion**

 This research was done to know the influence of buzz group in teaching speaking. In addition, it was done to know if there were any significant different scores between the students who were taught using buzz group and those who were not taught using buzz group. It was conducted in three sessions: *pretest, treatment*, and *posttest*.

The researcher gave pretest before the treatment (teaching with buzz group). This test was given to know the basic competence for all students and to know their earlier knowledge before the treatment was conducted. After knowing the students’ score, the researcher applied the treatment. The last, the researcher put up posttest to all students. The posttest was conducted to know the final scores between the students who were taught using and without using buzz group. Furthermore, it was to know the students’ different scores between those who were taught using and without using buzz group.

 The result of the statistical computation using t-test pointed out that the obtained t0 was 4.72. Then the t-values of t0.05 were about 1.67, and the t- values of t0.01 was about 2.39. Therefore, the calculated value (4.72) was much larger than the t-values (t0.05 = 1.67 and t0.01 = 2.39). This finding implied that there was enough evidence to reject the null hypothesis. Then, the alternative hypothesis was accepted. This meant that the students who were taught using buzz group got better speaking ability than those who were taught without using it.

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From the discussion above, it can be concluded that the students get good speaking ability after being taught using buzz group. The students’ speaking ability improves and significantly better than before taught using buzz group. As a result, teaching speaking using buzz group is effective to improve students’ speaking ability. Buzz group is effective to teach English, especially for the students’ speaking ability. Thus, it can be a reference activity to teach English.

**B. Suggestions**

Based on the above conclusion, the researcher would like to offer some suggestions to be considered by English teacher, students and the other researchers.

1. For the headmaster

The headmaster should give enough facilities, so, teaching and learning speaking will run well. Facilities help the teacher easier to teach and help the students easier to understand. Hopefully, by having enough facilities, the teaching and learning process will have various activities which can motivate the students to learn English speaking.

1. For English Teachers
2. English teacher should be able to create new situation during the teaching learning process in the classroom, so that the students will be interested in learning English.
3. English teacher should use various activities; one of them is buzz group so that the students will not be bored during the teaching learning process.
4. English teacher should use English as a means of communication in class so that the students get used to speaking and pronouncing English well. Those will help the students to improve their speaking ability quickly.
5. For the students
6. The students have to improve their knowledge, especially in enriching their speaking ability, such as learning grammar, pronunciation, vocabulary, etc.
7. The students have to practice their speaking skill in the class and in daily conversation so that their speaking ability will improve significantly.
8. For the other researchers

The other researchers are able to make this study as their milestone to conduct other research in the other dimension. They may use Quasi Experimental research design to know whether the method is more effective or not.