

## V. CONCLUSIONS AND SUGGESTION

### 5.1. Conclusions

After conducting the research at the eleventh grade of SMAN 10 Bandar Lampung and analyzing the data, the researcher draws the conclusions as follows:

1. There was a significant difference of students' speaking achievement between the students who were taught through Power Teaching and those taught through CTL, as seen from the result of the hypothesis which shows that the value of two tails significance is smaller than alpha (  $\text{sign} < \alpha$ ,  $0.000 < 0.05$ ). The students who are taught by Power Teaching got higher result than those are taught by CTL. In Power Teaching class, the students' total score increase 11.42 from pretest to posttest, while in CTL class the students' total score increase 4.93 from pretest to posttest since they were spontaneously encouraged to produce communicative sentence.
2. The students in experimental class I got the better result in all aspects of speaking than the students in experimental class II. The gain in all aspects of speaking (pronunciation, fluency, vocabulary, comprehension and grammar)

are increase in both classes but the experimental class I got the higher result than the experimental class II.

## **5.2. Suggestions**

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. In order to create conducive atmosphere, the teacher should manage the class well. Usually the class environment becomes noisy or even the class becomes silent because the students tended to be confused or they were busy with their own partners. To minimize this problem, the instructor needs to choose the leader of the group. The leader of the group should make a note then report it to the teacher. So, the teacher easy to control the students' activities in the class.

Since the students have the lowest score in production, it is necessary for the teacher to improve their students' pronunciation, fluency, and vocabulary by doing some activities in the class, such as pronunciation drill or remedial exercises.