

V. CONCLUSIONS AND SUGGESTIONS

This chapter draws about the conclusions of this research and the researcher's suggestions.

5.1 Conclusions

To answer the formulation of the problem and referring to the results the researcher draws the following conclusions:

1. There is a significant difference of students' speaking ability after being taught through problem solving. It means that problem solving can increase students speaking ability. It can be seen from the finding of the research. The total gain score of students' speaking achievement from pre-test to post-test is; students' mean score pre-test 1 is 62.3, pre-test 2 is 63.1 gain of , pre-test 3 is 64.2. Meanwhile, the result of mean score from post-test 1 is 71, post-test 2 is 73.4 and post-test 3 is 76.8. The researcher also using pair sample of SPSS. The result is 1st pair 26.187 (t-value) > 2. 048 (t-table) , 2nd pair 22.079 (t-value) > 2. 048 (t-table), 3rd pair 43.847 (t-value) > 2. 048 (t-table) means that there are significant differences of students' speaking ability after being taught through problem solving. Therefore, the first hypothesis is accepted.

2. Regarding the three topics given are; Friend, Family, and Holiday. The result of mean score for Friend topic is 66.86 and is up to 67.66 in Family topic and then the last topic, Holiday is up 68.18 . The most effective topic for teaching speaking is the third topic Holiday. It might be due to the very familiar material to every student.

5.2 Suggestions

Based on the findings, the researcher suggests that:

1. After having the research of problem solving in helping the students to enhance their speaking ability, the researcher suggests that the English teachers apply problem solving technique in the classroom for teaching.
2. Since pronunciation got the lowest increase, the teacher should give more attention to students who have difficulties in pronunciation. After the students come in front to speak, give the example to the students how to pronounce the vocabulary that they had wrong to pronounced.
3. The researcher suggests to apply problem solving in the other skill and use interesting topic such as imaginative topic or something which is close to their daily life to increase students' interest and activate them in class.