

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the discussion and finding of the data analysis.

5.1 Conclusions

Having conducted the research at the second grade of MAN 1 Bandar Lampung and analyzed the data, the researcher would like to state some conclusions as follows:

1. There is an difference of the students' speaking ability before and after being taught through drill technique at the second grade of MAN 1 Bandar Lampung. This can be seen from the difference of the students' mean scores in pretest 1 has improved from 68.88 up to 84.00 in posttest 1 with gain of 15.12, pretest 2 improved from 69.24 up to 83.59 in posttest 2 with gain of 14.35, and pretest 3 improved from 72.13 up to 84.69 in posttest 3 with gain of 12.56. The result of hypothesis testing of $p < 0.05$, $p = 0.000$ shows that it is accepted. It means that there is a significant difference between the pretest and posttest scores of the students' speaking ability by using drill technique.

2. This research has been focused on the five aspects of speaking based on Harris David (1974). Then, from the calculation of the five aspects of Speaking explained in the previous chapter, it can be seen that the most improved is on fluency aspect with the final gain is 4,08. (*see Appendix 40*)
3. Drill technique can be used to improve the students' speaking ability because the students could have many opportunities to speak. The students can practice their speaking skill by communication with others. Further, teaching speaking through drill technique can be used to improve the students' speaking ability.

5.2 Suggestions

Considering the findings of the research, the researcher would like to recommend some suggestions as follows:

1. Since there is an improvement on the students' speaking ability before and after being taught through drill technique, English teachers are suggested to use drill in teaching speaking. Because the fact of learning English in almost every school, the teacher only teaches grammar but teacher also can teach about speaking so that the students can maximize their speaking skill in order to communicate with others by using English. The teacher should present the suitable learning of English, so the students not only learn about Grammar. The teacher also should enforce the students to speak English when they talk with each other, for example: when they ask some questions, they should speak it up in English. It also can be done

when the teacher explains the materials, it will be better if the teacher speaks in whole English (more English than Indonesian).

2. The students are suggested to practice English in their daily activities. It can make them more familiar with this second language. The teacher should determine an English speaking day where students have to use English in communicating with others. Although it is difficult to practice, but it is important to stimulate the habit of speaking in English, which can improve their fluency in speaking. Therefore, the students should have more practice in speaking English especially in communicating with others.