

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result of the analysis and the computation of the data and also the discussion of the finding, the researcher concludes that:

1. There is a difference in the quantity of the utterances produced by the students who were assigned information gap and role play tasks. However the different is not statistically significant, it is because the test is only administered one time in the research. However, *Information gap* and *Role play tasks* are applicable in teaching to encourage the students to produce utterances at the second year students of SMA N 8 Bandar Lampung. The result shows the total number of utterances or C-units produced by the students by using information gap task is 848 C-units. In the other hand, the highest number of C-units of Information Gap task is 33.0 C-units, and the mean number of C-units generally in Information Gap is 21.20 C-units. Meanwhile, the result in Role Play shows that the total number of utterances or C-units produced by the students used Role Play task is 813 C-units. The highest number of C-units of Role Play task is 30.0 C-units and the mean number of C-units generally in Role Play is 20.32 C-units. It means that the tasks that were applied gives the different result in quantity of the utterances produced by the students, but the result is not statistically significant. The

criterion is if the test is significant ($p < 0.05$). From the computation, it shows that p (probability level) is higher than 0.05 ($0.168 > 0.05$).

2. According to the finding of the research, there is a relatively different result between Information gap and Role play tasks in generating interaction and effecting students produce utterances. This result is confirmed from previous research done by Yufrizal(2006) who finds that Information gap tasks plays more influential role than Jigsaw task and Role play task in determining the amount of interactions and utterances produced by the students.

5.2 Suggestions

After discussing the result of the resarch, the researcher would like to propose some suggestions, as follow:

1. For other researchers who want to carry out further research, they are suggested to use more than one type of the test, so that the significant level can be achieved.
2. Since the data shows that there is a difference in the quantity of the utterances produced by the students who were assigned information gap and role play tasks, it implies that the teacher needs to consider to choose the appropriate task in order to encourage students to interact more and, therefore, produce more utterances. Futhemore, the teacher should consider the students' english proficiency level. The use of Information Gap task for middle and advance level, and the use of Role Play task for biginner level are suggested hereby.