CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion. The conclusion is presented based on the data analysis in this research and the suggestion is conveyed for the institution, the students, the teacher and the future research.

A. Conclusion

Data presentation is used to explain the finding data, the test is focused on the experimental class. The writer purposes to know result of The Effectiveness of Inquiry method toward students' speaking achievement at the first grade of MTsN 2 Tulungagung The Second Grade Students Academic Year 2018/ 2019. Based on the data that were analyzed in chapter IV, The researcher concludes that:

1. The students' speaking achievement before being taught by using inquiry method was generally low. It can be seen from the students' score in pre-test. The subject of this research was 36 students of seven F class. The mean score of pretest in vocabulary mastery was 43.75.

2. The students' speaking achievement after being taught by using inquiry method was better than before. It can be seen from the students' score in post-test. The subject of this research was 36 students of seven F class. The mean score of post-test in Inquiry Method was 55.28. It meant that the

students' score mean after being taught by using Inquiry method was higher than the students' mean score before being taught by using Vocabulary Self-Collection Strategy (43.75>55.28)

3. There were significant differences score of the students' speaking achievement before and after being taught by using inquiry method at the first grade of MTsN 2 Tulungagung. The students' score mean of post-test was higher than pre-test. It showed from the data computation by using SPSS 25.0 for windows, the result of t-test showed that P value (Sig.2 tailed) was 0.000, and it was smaller than 0.05 (0.000<0.05). It indicated that the null hypothesis (H_o) was rejected. In other words, the hypothesis states that the mean of pre-test was smaller than or equal to the mean of post-test, and the alternative hypothesis (H_a) was accepted. It meant that the mean of post-test was higher than the mean of pre-test, so that there was any significance difference of students' score before and after being taught by using inquiry method. It could be concluded that inquiry method was effective in teaching speaking at the first grade of MTsN 2 Tulungagung.

B. Suggestion

The finding of the research score showed that there was significance difference on the students' score before they were taught by using inquiry

method and after using inquiry method. Therefore, the researcher tries to give some suggestions as follows:

1. For the Students

    By using inquiry method, students can understand to conduct conversation with their friends. Inquiry method allows students to know the important of how to conduct conversation with other people, furthermore to give opinion, trade opinion, can express their ideas, they can understand other friends ideas and this my conduct better communication.

2. For the Teacher

    The researcher recommended for the teacher in order to succeed in teaching English, inquiry method should be used in teaching learning English, especially speaking. The teacher can be more creative because it is suitable to encourage the students in learning English and use it in teaching speaking so that the students are spirit and interested in learning English.

3. For the future Researcher

    As this research is not perfect yet, it is suggested for the future researcher to conduct further researchers on the similar area, in different

dimensioning especially on using inquiry method as method on teaching speaking. This study is very important because it gives some knowledge to the researcher and to know the benefits of using inquiry method in teaching speaking.