

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two major parts those are conclusions and suggestions. The conclusions are described based on the result in previous chapters while the suggestions will be used as consideration for the teachers, students, and also other researcher who wants to use Communicative Drilling technique in teaching pronunciation.

A. Conclusions

The score of students' pronunciation achievement that pretest communicative drilling technique was low. The data experimental class showed that the students consist of 32 students and there are not students getting score between 0-39 which means that the students' pronunciation achievement is failed, there are 9 students getting score between 40-59 which means that on the students' pronunciation achievement is low, there are 15 students getting score between 60-70 which means that on the students' pronunciation achievement is good, there are 8 students getting score between 71-84 which means that on the students' pronunciation achievement is very good, there are not students getting score between 85-100 which means that on the students' pronunciation achievement is excellent. It shows that mean score 65.44, indicated that the averages of 32 student's score is 65.44 Based on the criteria of student's score 65.44 is classified good score. The data control class showed that the students consist of 33 students and there are not students getting score between 0-39 which means that the students' pronunciation achievement is failed, there are 16 students

getting score between 40-59 which means that on the students' pronunciation achievement is low, there are 16 students getting score between 60-70 which means that on the students' pronunciation achievement is good, there are 1 students getting score between 71-84 which means that on the students' pronunciation achievement is very good, there are not students getting score between 85-100 which means that on the students' pronunciation achievement is excellent. It shows that mean score 57.45, indicated that the averages of 32 student's score is 57.45 Based on the criteria of student's score 57.45 is classified low score.

After using communicative drilling in students' pronunciation achievement the students score can be improved than without using communicative drilling in students' students' pronunciation achievement. The data posttest experimental class showed that the students consist of 32 students and there are not students getting score between 0-39 which means that the students' pronunciation achievement is failed, there are not students getting score between 40-59 which means that on the students' pronunciation achievement is low, there are 12 students getting score between 60-70 which means that on the students' pronunciation achievement is good, there are 19 students getting score between 71-84 which means that on the students' pronunciation achievement is very good, there are 1 student getting score between 85-100 which means that on the students' pronunciation achievement is excellent. It shows that mean score 74.31, indicated that the averages of 32 student's score is 74.31 Based on the criteria of student's score 74.31 is classified very good score. The data posttest

control class showed that the students consist of 33 students and there are not students getting score between 0-39 which means that the students' pronunciation achievement is failed, there are 18 students getting score between 40-59 which means that on the students' pronunciation achievement is low, there are 13 students getting score between 60-70 which means that on the students' pronunciation achievement is good, there are 2 students getting score between 71-84 which means that on the students' pronunciation achievement is very good, there are not students getting score between 85-100 which means that on the students' pronunciation achievement is excellent. It shows that mean score 57.76, indicated that the averages of 33 student's score is 57.76 Based on the criteria of student's score 57.76 is classified low score.

Based on statistical calculation using SPSS 18 for windows, the researcher knew that the difference mean score of experimental class and control class is the mean score of experimental class is 74.31. The mean score of control class is 57.76. So, the mean score of experimental class is higher than the mean score of control class. It means that the student's score increase being taught using communicative drilling in pronunciation achievement. The number of subjects or experimental class of each sample (N) is 32 students and control class is 33 students. Meanwhile, standard deviation of experimental class (5.948) and standard deviation of control class is (8.983). Mean standard error for experimental class is (1.052), while mean standard error for control class is (1.564). So, we can conclude that the value increases being taught using communicative drilling in pronunciation achievement. The t-value is 8.732, with

the $df = 63$, and the p-value (two-tailed) is 0.000. Given that the present test is one-tailed test, so the p-value (0.000) is divide to: $0.000 / 2 = 0.000$. The significance level is 0.05. Since 0.000 is smaller than significance level (α) 5%. The null hypothesis is rejected. In other word, the hypothesis saying that the mean of the experimental group is smaller than or equal to the mean of the control one is rejected. It automatically accepts the alternative hypothesis saying that the mean of the experimental group is bigger than the mean of the control one.

Finally, based on the explanation above, it means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. So, the using Communicative Drilling Technique can improve the students' pronunciation achievement especially at the Eleventh Grade of MAN 3 Tulungagung in Academic Year 2017/2018.

B. Suggestions

Based on the data gathered by the researcher, it proves that question answer relationship is an effective strategy in teaching pronunciation achievement. Therefore, the researcher has some suggestions that presented as follows:

1. The teacher

Teachers know the level of students' ability in pronunciation achievement. The result can become an input to determine the step and technique for teaching pronunciation. So the teacher can reach the maximum teaching to improve the quality of English teaching pronunciation achievement.

2. The Student

The English student can improve the ability of pronunciation achievement, the student will be easy to pronounce by using communicative drill technique, and using communicative drill technique can be motivation in pronunciation achievement.

3. Other researchers.

The finding of this research is expected to help other researcher to increase the references for the research and improve their research in communicative drilling or pronunciation.