

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents to point out some essential findings that have been elaborated in the previous discussion. In reference to the finding of this study, some conclusions and suggestions are summarized as follows:

#### **5.1 Conclusion**

There are two conclusions since the researcher stated two statements of the problem. They were: (1) The implementation of Plus Minus Interesting strategy in teaching speaking at Junior High School and (2) the students' responses to the implementation of Plus Minus Interesting strategy in learning speaking.

##### **5.1.1. The implementation of plus minus interesting strategy in Teaching speaking at Junior High School**

The first statement of the problem was about the implementation of Plus Minus Interesting strategy in teaching speaking at Mts Tarbiatul Aulad. Based on the research finding, the researcher concluded that the teacher used some steps in PMI strategy. Those steps were, the teacher explained first about the material. Then, she made a group to the students. Moreover, the teacher gave the topic by picture. It should be familiar for them in order to easier the students to give their ideas and opinions. Besides, she asked the students to discuss with their friend about Plus Minus Interesting. Then, the teacher gave the opportunity to present the result of the students' task in each group and she gave their assignments as they perform their results. From the procedure of PMI that were implemented by the teacher, it could be concluded that PMI belongs to cooperative

learning. Liang (2002) stated cooperative learning is defined as a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and each other's learning. The result showed that the procedures of PMI that is implemented by the teacher has similarity with characteristic in the cooperative learning such as (1) teacher asked to the students to discuss about PMI related to the topic in each group, (2) teacher gave the chance to present their results in each group, (3) teacher gave the assessment to the group who present their results.

#### **5.1.2. The Students' Response to the Implementation Plus Minus Interesting Strategy in Learning Speaking.**

The second of problem statements is about the students' response to the implementation of Plus Minus Interesting strategy in teaching speaking at Junior High School. The researcher concluded that most of the students gave positive responses to the implementation of Plus Minus Interesting strategy in teaching speaking at Junior High School. It was based on the recorded of observation and their statements in depth interview. They were enthusiastic and enjoyed in learning speaking by using Plus Minus Interesting strategy.

## **5.2 Suggestion**

Based on the finding of this study, the researcher gave some suggestions to improve the success of teaching speaking using Plus Minus Interesting strategy. The suggestions were given to the teacher and the next researcher.

### **5.2.1. For Teacher**

The teacher should be creative in implementing Plus Minus Interesting strategy in teaching speaking especially in modifying the steps because it will make the student more interested in learning speaking. Moreover, the students will feel pleasure and do not get bored in the learning process. Besides, one thing that must be remembered is the teacher should consider with the student's character and condition in the class. The researcher hopes that from the better way in implementing Plus Minus Interesting strategy, the teacher can develop their own better teaching speaking.

### **5.2.2. The next researcher**

In the previous studies, the result of PMI strategy is to improve the students' critical thinking and to improve the students' motivation in joining the lesson, improve the students' motivation to speak English, increase their interest to learn English, and give significant effect for the students' ability in writing analytical exposition paragraph. They used speaking and writing skill in their studies and they took the subject from eight and tenth grade. In addition, the results of this study are procedures of PMI has similarity with characteristic in the cooperative learning and students gave positive responses because they felt easy to give opinion, interested and enjoyed in the learning process. Then, the result of this

study is useful for the teacher especially when she teach speaking by using PMI strategy at Mts Tarbiatul Aulad.

From the explanation above, the researcher hopes that there will be other researchers who observe and conduct another research in the same field study or the study with different subject or other kinds of skills. The researcher realize that this study is far from perfect. That is way some relate studies in the same area are needed.