

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the aim of the study which wants to know the effect of small group discussion toward students' presentation, it can be concluded that :

1. Small group discussion is better than peer work in studying presentation skill at the eleventh grade of SMAN 1 Kebomas.
2. Small group discussion is more effective than peer work in studying presentation skill at the eleventh grade of SMAN 1 Kebomas.

It is proven by the score from data analysis from post test both two groups in statistically by using independent sample t-test, where the result are 0.039 and 0.038. It was lower than 0.05 level of significance. It means that there was difference between the students who taught by small group discussion and the students' who taught by peer work. So, the null hypothesis can be rejected and it can be conclude that there was significant influence in using small group discussion at the students in the eleventh grade of SMAN 1 Kebomas.

5.2.Suggestion

According to the conclusion above, the researcher would like to give some suggestion to improve students' presentation skill using small group discussion. On the other hand, the successful of the teaching learning English is not depend on the using of the method but the most important is how the teacher present the

lesson in various way and has a good classroom management to live the class.

There are some suggestions for the English teacher, students, and the other researcher:

1. The English teacher

The finding of the research can support the English teacher in using small group discussion as an alternative English method in teaching speaking English especially in presentation skill for senior high school. The English teacher should make sure that the students really comprehend the material which is taught by the teacher. For the important thing is the teacher should give fully control to the students activity to make them enjoy and understand.

2. Students

For the students, they are expected to more pay attention to the teacher and their friends' explanation to enrich their knowledge and show their anxiety about the information. They should do more practicing in speaking English to increase their ability in speaking English. Moreover, the students are hoped to not shy in showing their argument or in speaking English formally in front of their friends. Thus, the researcher hopes that students use to speak English when they gather with their friends even though they are not in English class.

3. The other researcher

Last but not least, this study is far from complete. The researcher hopes that this study can hold up the previous study and may be used as consideration for

teaching learning process in the future. Therefore, for the further researcher who instead in students' presentation skill are suggested to do a deeper treatment in this design but, they focus on the control group. They can also design the correlation between small group discussion and mind mapping strategy in students' writing test.