

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter consists of two items. The first item is conclusion and the second one is suggestions.

#### **5.1 Conclusion**

The use of small group presentations in the teaching and learning process has been proven to improve students' speaking skills, such as improving their ability in grammar, enriching vocabulary, increasing comprehension, fluency, and pronunciation. Due to the preceding chapter's discussion, while employing small group presentations as a learning approach can increase students' speaking skills. The students' pre-test score was poor, but their post-treatment class score was greater. It was stated that there was a notable achievement. This is supported by an increase in pre-test and post-test scores of 14 points in the experimental class after using small group presentations as a learning model with the aim of improving students' speaking skills. The results of the dependent t-test also showed  $<0.001$ , which means less than the significant level ( $0.001 < 0.05$ ), which proves that there is a significant effect between the pre-test and post-test scores caused by the treatment given. This shows that the null hypothesis is rejected and the alternative hypothesis is accepted.

Furthermore, per the results of the questionnaire, students no longer experience speaking anxiety while speaking in front of the class as a group using the small group presentation learning model. Students' scores on the three elements of the questionnaire shows that they no longer feel anxiety about speaking, such as heavy breathing, trembling, restlessness, sweating, emptiness, deafening nervousness, embarrassment, tension, and worry. On the other hand, small group presentations also effective to reduce students' speaking anxiety levels.

#### **5.2 Suggestions**

Based on the conclusion above, the researcher proposed the suggestion as follows:

1. English Teachers

- a. Teachers can then use small group presentation as a learning model to help them to teach speaking in class.
  - a. Teachers can improvise and collaborate on this learning model with technology or according to the needs of their students so that small group presentations can be more developed and useful.
2. The Students
- a. Try to develop this learning model so that presentation activities will be more effective.
  - b. Do not be embarrassed to practice speaking wherever and whenever because it can improve your speaking skills. Even though it is done in a group, still prepare your best speaking.
3. The Next Researchers
- a. Future studies could examine how small group presentations can improve language skills like listening, writing, and reading.
  - b. Due to limitations in the study's instrumentation, it is recommended that future researchers do research using other instruments, such as interviews.
  - c. Future research could compare and identify additional benefits using a different learning mode.