

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, there are two parts that are discussed. In the first part, the researcher explains the conclusion from the results of the analysis and findings in this study. Then in the second part the researcher explains the suggestions based on the conclusions that have been described.

#### **5.1. Conclusion**

Based on the results of the analysis and discussion, the researcher concluded that meta-cognitive can improve students' speaking skills. From the results of this study the researcher found that the mean pre-test in this study was 36.8. Then there were 2 treatments that the researcher carried out to improve speaking skills using a meta-cognitive strategy. Furthermore, researcher measure whether there is improvement from the results of the treatment that researcher have done. This is evidenced by the results of the mean post-test which amounted to 80.9.

In connection with the findings that the researcher got, the researcher concluded that the alternative hypothesis H1 was accepted. In other words there was a significant increase in the students' speaking skills before and after they were taught using a meta-cognitive strategy. This is evidenced by the sig. from the results of the t-test which is equal to  $0.00 < 0.05$ .

#### **5.2. Suggestion**

Based on the conclusion of the present study, the researcher formulates several suggestions as below:

**a. For English Teacher**

The researcher suggests teachers to use meta-cognitive strategies to teach speaking skills to students. This happened because there was a significant improvement in student achievement when the researcher implemented a meta-cognitive strategy to improve speaking skills. Not only that, the researcher also suggests to teachers to be able to use clearer guidance when using a meta-cognitive strategy.

**b. For Students**

The researcher suggests the students to use meta-cognitive strategies to improve their English-speaking skills.

**c. For Further Researcher**

The researcher suggests further researcher to use methods and implement types of experimental research that use control classes and experimental classes. This is used so that teachers or researcher can compare results that are more significant and cover a wider range of things.