

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

5.1 Conclusions

Based on the data analysis and hypotheses testing, it is concluded that:

1. The students' conversation competence taught with information gap technique and information transfer technique is improved. Both teaching techniques have improved the students' conversation competence.
2. The students with positive attitude have better conversation competence than those with negative attitude. The students with positive attitude were eager to enhance and exercise their conversation competence when they think that they need something to know from the text by keep trying to find information available in the text since they have their own desire to be involved in improving their conversation competence, while the students with negative attitude need the teacher's effort to stimulate them to process information more deeply.
3. There is significant interaction between the two teaching techniques and the students' learning attitudes on the students' conversation competence. The students' conversation competence is influenced by the two teaching technique and the students' learning attitudes. Therefore, the teacher should apply a teaching technique suitable with the students' attitudes to improve their conversation competence.

5.2 Implication

The findings of this study give implication to English teachers and students who want to improve their conversation competence. This study has tested two

teaching techniques on the students' conversation competence, namely information gap and information transfer technique. They are combined with the students' positive and negative attitudes toward learning English in order to find out which teaching techniques are suitable for the students in improving their conversation competence.

The first result of this research reveals that the conversation competence of the students taught with information gap and information transfer technique is improved. Thus, it implies English teachers to apply information gap technique because it provides students with the ability to improve their competence in conversation: listen, communicate, and participate. Through information transfer, there should be a constant interchange of dialog of questions asking and answering between students and the teachers. There is an interaction that goes back and forth from teachers to students until the teacher feels the learning process and understanding of the information has entered the students' mind through understanding rather than memorization.

The second finding of this research reveals that the conversation competence of the students with positive attitude is better than the conversation competence of students with negative attitude. It gives implication to the English teachers that they should be aware of their students' learning attitudes. The identification of students' learning attitudes can be a positive step in achieving English language learning goals. Understanding that the students have different learning attitudes is the key to the success of the teaching since the teachers can decide which teaching technique is suitable to apply to the students. Some students seem naturally enthusiastic about learning, but many need – or expect their instructors to inspire, challenge, and stimulate them. Effective English language learning in the classroom depends on the

teachers ability to maintain the interest that brought students to the English language course.

The third research finding of this study is there is significant interaction between teaching techniques and students learning attitudes on the students competence in conversation. It leads to the implication that teaching techniques applied by teachers should relate to students learning attitudes. The way teachers approaches students influence the students attitude in learning English language. By knowing the students learning attitude, the teachers can help their students to overcome their problem in teaching-learning environment.

The students with positive attitude showed significant effect on their conversation competence if they were taught with information gap technique. English teachers are suggested to apply information gap technique for students with positive attitude in order to improve their students competence in conversation since the students with positive attitude have their own desire to energize their curiosity of a topic by asking questions.

The students with negative attitude showed significant effect on their conversation competence if they were taught with information transfer technique. For students with negative attitude, English teachers are suggested to apply information transfer technique.

5.3 Suggestions

Based on the conclusions, it is suggested that

1. English language teachers/educators should consider the suitable way of the effective technique to develop the students' conversation competence.

2. English language teachers should create an interesting and enjoyable situation of teaching-learning environment. Students will enjoy more in learning English language when the learning environment is interesting for them and the students will be more enthusiastic to participate in the learning activity. It also would keep the students' boredom away.
3. The students with positive attitude should keep their strong desire that serves to activate or energize their curiosity of something in asking information. Questioning and answering help the students clarify ideas and deepen understanding that will lead to an improvement in their conversation competence.
4. The students with negative attitude should possess a strong desire that serves to activate or energize their curiosity of something in asking information. They should not hesitate to seek for their teacher's suggestions and their friends with positive attitude as well, to start and to keep a conversation going well.
5. The other researchers can use this research result as a starting point on similar problems. There are many other methods, techniques, and materials of teaching English of senior high school students that can be taken as objects of research to find out the effectiveness of teaching.