

## CHAPTER V

### CONCLUSION AND SUGGESTION

The final part of this section addresses the conclusion and recommendation. The initial part outlines the conclusion, focusing on the research findings, while the preceding discussion aimed to provide a synopsis of the study. The subsequent part proposes the implementation of the Two-Stay Two-Stray method to enhance the presentation abilities of eighth-grade students at SMP N 2 Plered.

#### 5.1 Conclusion

After presenting and scrutinizing the data in the preceding chapter, the researcher arrives at the following conclusion:

1. The Two-Stay Two-Stray method significantly impacted the presentation abilities of eighth-grade students at SMPN 2 Plered. This is evident from the data analysis, which led to the rejection of the null hypothesis ( $H_0$ ) and the acceptance of the alternative hypothesis ( $H_a$ ). This confirms the researcher's initial hypothesis that the Two-Stay Two-Stray approach can substantially enhance students' presentation skills. The findings addressing the research question indicate that before the intervention, students faced difficulties understanding material, pronouncing English words, handling audience inquiries, and lacked confidence during presentations. Following the pre-test, both experimental and control groups had low average scores.

2. However, the intervention led to improvements in students' presentation skills, including increased confidence, better grasp of the content, and enhanced English pronunciation. They also demonstrated thorough understanding of the content before presenting, engaging in discussions with peers and other groups to exchange ideas. Upon administering the post-test to both groups, the results revealed satisfactory scores meeting the Minimum Criteria for Completeness, although some students fell short of the minimum standard.

3. The Two-Stay Two-Stray technique significantly enhanced the English presentation abilities of the students, as demonstrated by the pre- and post-test scores

in both the experimental and control groups. The analysis reveals a disparity in average scores between the experimental and control groups. The initial score for the experimental group was 50.94, while the control group scored 49.05. Subsequently, the experimental group achieved a post-test score of 75.95, compared to the control group's score of 61.62.

The significance is evident from the two-tailed significance value (sig) in the independent samples t-test table, which is 0.000. This value is below the significance level ( $\alpha$ ) of 0.05, leading to the rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_a$ ). This conclusion is drawn from the hypothesis test, which supports the alternative hypothesis and rejects the null hypothesis. Therefore, employing the Two-Stay Two-Stray method has a substantial impact on the presentation skills of eighth-grade students at SMPN 2 Plered. The researcher conclude that

## 5.2 Suggestion

Drawing from the research findings, data analysis, and results discussion, the researchers offer recommendations for various stakeholders who could benefit from the study outcomes, including English educators, students, and future researchers.

### 1. For Teacher:

To effectively implement the Two-Stay Two-Stray method in classrooms, the researchers propose several suggestions for English teachers to consider. For instance, they suggest that the Two-Stay Two-Stray technique is suitable for adolescents, particularly high school students, and is engaging, thereby facilitating maximum achievements. Teachers are advised to demonstrate patience in providing students with clear instructions, meticulously plan time management, and carefully consider group dynamics. Moreover, instructors may

employ diverse innovative approaches to foster a positive classroom atmosphere.

2. For students:

Students are encouraged to enhance their focus during lessons. They are urged to collaborate with peers, actively participate in discussions, and demonstrate enthusiasm for learning to enhance comprehension and achieve better academic outcomes.

3. For future researchers:

It is recommended that future researchers adapt the Two-Stay Two-Stray strategy to teach additional skills and cater to various student proficiency levels. Additionally, the researchers anticipate that this study will inspire other scholars to conduct similar investigations or continue exploring different aspects of skill development.

