

## CHAPTER V CONCLUSIONS

### A. Conclusions

Based on the results of data analysis above, the researcher draw some conclusions as follows.

1. The quality of presentation method on e-learning environment at MAN 1 Kudus was good. The result of One Sample T-Test that sig. 2-tailed of XI MIPA 3 Students' presentations was  $0,000 < \alpha (0,05)$ . It showed that mean scores of presentation method on e-learning environment at MAN 1 Kudus were  $\neq 80$ . The result stated that the quality of presentation method on e-learning environment at MAN 1 Kudus was good.
2. The quality of students' speaking proficiency at MAN 1 Kudus was high. the results of using Simple Paired T-Test that sig. 2 tailed of experimental and controlled classes was  $0,000 < \alpha (0,05)$ . It showed that there is a difference between post-test of experimental class and post-test from controlled class with teaching method. The result stated that the quality of students' speaking proficiency at MAN 1 Kudus was high.
3. Presentation method on e-learning environment has significant and positive effect towards students' speaking proficiency at MAN 1 Kudus. The researcher used Simple Regression analysis to determine the effect of presentation method towards students' speaking proficiency by using SPSS 16.0. The result showed that sign. is  $(0,017) < \alpha (0,05)$ . It stated that there is positive linear relationship between presentation method and speaking proficiency for class XI MIPA 3 at MAN 1 Kudus.

### B. Implications

Based on the result of the research, the implementation of presentation method proved to be effective to increase the students' speaking proficiency. It also made the English teaching and learning processes run

better. The clearer description of the implication is drawn as follows.

1. Presentation method on e-learning environment was fun and challenging. Everybody was effectively engaged in the activities. Their English production was improved. It implies that presentation method increase students' involvement in the speaking activities. They are more active and they feel that the activities are enjoyable. They are less anxious and more confident when they are speaking.
2. Pronunciation drills done and it consistently and successfully to improve students' pronunciation skills. Students produced less mispronunciation and they were aware of mispronunciation produced by their friends. Besides, they could correct their friends' pronunciation mistakes. It implies that regular pronunciation drills help students increase their pronunciation skills. They realize how to pronounce English words correctly, even they are more aware of their friends' mispronunciation.
3. Vocabulary practices assisted the students to improve their vocabulary mastery. Their vocabulary collections were various. They also got new knowledge that a word has more than one meaning based on its context. It implies that vocabulary practices increase students' vocabulary collections. Their vocabulary is not monotonous anymore.
4. Online English classroom used in carrying out the English teaching and learning processes gave students chances to hear and use English. They knew with the expressions used by the researcher. Further, they could respond using English as well. It implies that English classroom gives great impact to students' speaking skills.
5. Handouts such as PowerPoint files were useful for students to understand and remember the materials given by the presenters.
6. Pictures and videos successfully attracted students' attention. More significantly, the students learned materials better as pictures and videos were visual

input. It implies that visual aids such as pictures and videos used in teaching and learning processes are useful to engaged students' attention.

7. Classroom management affected the success of teaching and learning processes. If a educator can manage the classroom well, the teaching and learning processes can be carried out effectively. It implies that classroom management is important as well to bring the teaching and learning processes into successful activities. So, the goal of teaching and learning processes will be achieved.

### **C. Recommendations**

This research has proven the effect of the presentation method on e-learning environment towards students' speaking proficiency. Although the presentation method is impractical and difficult to do because of much homework students had from other subject. Therefore, it is recommended to implement the task in the beginning of semester, because at that time the students do not have much homework yet and the duration to implement the method can be longer.

The study is invaluable and inspiring experience that gives the researcher new knowledge. The researcher hope that it can be implemented by other resaeacher to achieve better teaching and learning process. Further, research may investigate deeper with qualitative method in order to get comprehensive picture of the effect of the presentation method on e-learning environment towards students' speaking proficiency.