

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusions and suggestions derived from the research findings discussed in the previous chapter. In this section, the researcher provides a general description of the results obtained from the conducted study.

#### **A. Conclusion**

Based on the results of the research, it can be concluded that the implementation of the Tree Diagram Technique effectively improved students' participation and speaking skills. In Cycle I, the students' participation during the teaching and learning process was still low. This was evidenced by the observation checklist and field notes completed by the teacher collaborator, which indicated that many students were passive, hesitant to respond to questions, and lacked confidence when speaking in English. In Cycle I, the average participation score was 55% in the first meeting and 64% in the second meeting, resulting in an average of 60%. These results showed that the students had not yet met the expected criteria of success.

To address these issues, the researcher made improvements in Cycle II by refining the lesson plan and maximizing the use of the Tree Diagram Technique. This technique helped students organize their ideas clearly before speaking, making them more confident and active during the learning process. In Cycle II, students' participation increased significantly,

resulting in an average of 78%.

The results from the observation checklist, field notes, interview responses, speaking tests, and video recordings demonstrated that students became more engaged, confident, and enthusiastic in speaking activities. Therefore, it can be concluded that the use of the Tree Diagram Technique successfully improved students' participation and speaking skill, and the research was concluded at the end of Cycle II because the criteria of success were achieved.

## **B. Suggestions**

Based on the conclusions above, several suggestions are proposed for further improvement. First, for English teachers, it is recommended to use the Tree Diagram Technique as an alternative strategy in teaching speaking. This technique can help students organize their ideas systematically, making it easier for them to speak fluently and confidently. Teachers are encouraged to facilitate learning by giving students opportunities to actively express their ideas through structured diagrams. Second, future researchers are advised to explore the application of the Tree Diagram Technique in other areas of English language learning, such as writing, reading, or even vocabulary development. Conducting similar studies at different educational levels could provide deeper insights into the effectiveness of this technique.

Third, students are encouraged to take an active role in utilizing the Tree Diagram to plan their speech before speaking activities. Regular

practice with this technique can help students become more organized, confident, and fluent in delivering their ideas in English. Finally, it is important to note that while the Tree Diagram Technique has proven to be effective, teachers should continue to provide motivation and support, especially for students who still demonstrate low participation. Additional guidance and encouragement can help all students fully benefit from the learning process and improve their speaking skills consistently.