

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research that has been done, it can be concluded as follows:

1. The mean score of the pre-test related to students' initial speaking skills in the experimental group was 31.56 and the control group was 33.96. It can be concluded that students' initial speaking skills before being given treatment are included in the low category.
2. The implementation of the Activity-Based Learning (ABL) method in the experimental group as the treatment in this research was carried out in 3 meetings. The implementation of Activity-Based Learning method in the English speaking subject with material asking and giving opinions and thoughts at the first meeting learning was conveyed through role play activities. It helps students practice their pronunciation and understanding of learning material through dialogues that they practice directly. At the second meeting, learning was carried out through podcast activities in the class with the theme about their personalities wrapped in a fun podcast activity in the class. This activity helps students to recognize themselves and also trains students to think

and express their opinions without fear of being wrong because it is based on themselves. At the third meeting, learning was conveyed through agree/disagree statement game activities. It helps students implicitly forced to think and give their opinion.

3. The post-test mean score of the students in the experimental group was 56.04 and in the control group was 41.52. These result indicate that there is a significant effect of the implementation of Activity-Based Learning (ABL) method on improving students' speaking skills. This can be seen in the score of the experimental group, with the pre-test mean score of 31.56, an increase in the post-test mean score of 56.04. Besides that, based on the results of the Wilcoxon test (t-test) proving that Asymp. Sig. (2-tailed) has a value of $0.000 < 0.05$. It means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, it can be concluded that the activity-based learning has effect on improving students' speaking skills in SMA Bina Putera-Kopo.

B. Suggestion

Based on the results of research that has been done, several suggestions can be put forward as follows:

1. Teachers are expected to have more than one learning method that is more active and fun for students. It is intended that students do not feel

bored during the learning process, so that students can be actively involved in learning activities. In additions, teachers are also expected to be creative and innovative in creating a fun atmosphere and activities in the classroom so that students feel comfortable and easily understand the learning material.

2. Students are expected to be more enthusiastic during the learning process and always practice speaking a lot in class and outside the classroom.
3. The school is expected to use Activity-Based learning (ABL) methods in order to improve students' speaking skills in English subject, so that the learning is more active and not monotonous.