CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Research results show that students' speaking skills at MTs Al-Jauharotunnaqiyyah improved after implementing the Station Rotation model. Before the intervention, the experimental and control classes had similar levels of understanding, as indicated by nearly identical pre-test scores. However, after applying the Station Rotation model in the experimental class, there was a significant increase in post-test scores compared to the control class. The experimental group showed a significant improvement in understanding levels, indicating that the Station Rotation model is effective in enhancing students' speaking skills. The average pre-test score of the experimental class was 35.3 with a range of scores from 23 to 46, while the average post-test score increased to 44.2 with a range of scores from 33 to 56. This increase underscores the effectiveness of using innovative teaching methodologies like the Station Rotation model in developing students' speaking skills and deepening academic content understanding. Meanwhile, the control class, which used traditional teaching methods, only showed a modest increase with an average pre-test score of 48.2 and a post-test score of 52.3. This shows that without specific interventions, the improvement in students' speaking skills is not as significant as in the experimental class, emphasizing the importance of the methods applied to the experimental group.

Data analysis revealed a significant increase in students' speaking skills in the experimental group compared to the control group. Statistical analysis using the t-test to compare post-test scores of both groups showed that the observed t-value was 5.54, much higher than the table t-value of 2.14 at the 1% significance level. This result indicates that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, confirming that the Station Rotation model significantly improves students' speaking skills.

Furthermore, the calculated effect size (r^2) of 0.34 falls into the medium effect category according to Cohen's criteria, supporting the conclusion that the Station Rotation model is an effective instructional strategy for enhancing students' speaking abilities. These findings have important implications for educators and policymakers. Integrating the Station Rotation model into the school curriculum can improve students' speaking skills and overall performance. Professional development programs should also be implemented to train teachers in using this model effectively. By equipping educators with the necessary skills and knowledge, schools can ensure that students fully benefit from this innovative teaching approach.

B. Suggestion

1. Suggestions for Teachers, Students, and Other Researchers

   For teachers, it is recommended to implement the Station Rotation model in teaching to improve students' speaking skills. This approach can be adapted to the needs and characteristics of the students to make it more effective. Teachers should participate in professional development through training and workshops on the use of the Station Rotation model to deepen their understanding and skills in applying this method in the classroom. Additionally, teachers should routinely evaluate the effectiveness of the methods they use and seek feedback from students to continually enhance the quality of instruction.

2. Suggestions for Students

   For students, active participation in all learning stations is encouraged to better develop speaking skills. Students should collaborate and discuss with classmates at each station to share knowledge and experiences. Reflecting on the learning process, noting progress made, and identifying areas for improvement are also important steps for students to take.

3. Suggestions for Researchers

   Other researchers are encouraged to conduct further studies to test the effectiveness of the Station Rotation model in various contexts and other subjects. Researchers can develop and modify the Station Rotation model

to suit broader educational needs, such as online or hybrid learning. It is also advisable for researchers to conduct a comprehensive analysis of factors influencing the success of the Station Rotation model, including teacher involvement, student characteristics, and the support of the learning environment.