

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data obtained in chapter four, the researcher make conclusion which is also the answer from the research question, these are conclusion:

1. The researcher gave a pre-test before giving treatment to the experimental class one group design class VIII C, it can be seen that the average score in the experimental class was 59.23. This description provides a general description of students' speaking ability before treatment in this study. This means that the scores obtained from the experimental class one group design were relatively the same. These scores are included in the poor category based on the assessment system. The minimum completion criteria for English subjects in the independent curriculum are 70, and the scores of 48.5 and 45.9 are below the minimum completion criteria. Therefore, the speaking skills of students in the eighth grade of SMP Miftahul Ulum were poor before being given treatment.

2. Next, the researcher answered the research question about how the effect of English dialogue in increasing students' speaking ability at the eight grade of SMP Miftahul Ulum, The researcher gave treatment using English dialogue for class VIII C. The treatment was carried out in 2 meetings, after the treatment was successfully given, the researcher gave a post-test to the experimental class of one group design, it can be seen that the average post-test score was 68.35 which is a good score based on the assessment system, while 53.6 is a poor score. After being given treatment through English dialogue, a post-test was given to compare student scores. The post-test results showed an average score of 68.35 which was higher than the average pre-test score of 59.23. This increase indicates that the intervention has a positive effect on students' speaking skills. The average score increased by about 15.40% from pre-test to post-test. The post-test of 68.35 was higher than the pre-test of 59.23 ($68.35 > 59.23$) with a score difference of 9.12. The normality test was carried out before the t-test to ensure that the data analyzed followed a normal

distribution. The normality test showed a significance value of 0.804 for the initial test and 0.825 for the final test, indicating that the data from both tests followed a normal distribution. The t-test calculation showed that $t_{o:t_t} = 5.736 > 1.708$ at a significance level of 5% and $t_{o:t_t} = 5.736 > 2.485$ at a significance level of 1%. Thus, it can be concluded that there is a significant influence of the use of English dialogue to improve the speaking skills of grade VIII students of SMP Miftahul Ulum.

B. Suggestion

The success of teaching speaking to junior high school students depends not only on the lesson plan and curriculum objectives, but also on how teachers design their lessons and how they use various media to make their lessons lively and fun. It also depends on their use. Regarding “Learning to speak: Improving students’ speaking ability through English dialogue”, the researcher would like to give the following suggestions to English teachers, especially those whose students participated in this study, students, and other researchers: .

1. For English teachers, especially those whose students participated in this study, they need to find innovative and interesting media to help their students learn the lessons easily. I understand. Teachers need to make the lessons fun and easy to understand. Through this study, teachers can consider the Quartet card game as a good media for learning speaking because it is colorful and easy to understand. Teachers should start using this media in their classes because it has been proven to improve students' speaking skills.
2. The researcher suggests that more researchers can utilize new media in their research to improve students' speaking skills. The researcher hopes that this research can be a reference for other researchers' research.