

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study uses a quasi-experimental design to obtain concrete evidence on how the use of language acts in the movie *The Garfield* (2024) affects the speaking skills of ninth-grade students at SMPN 1 Puloampel. To measure the students' initial abilities, the author administered a preliminary test; from the statistical analysis, there was no significant difference between the students in the experimental class and the control class. However, the students' scores and performance in the experimental class were better than those in the control class after the author treated them.

##### 1. Prerequisite Analysis Test Steps

Before conducting hypothesis testing, researchers must first ensure that the research data meets the requirements for parametric statistical analysis. Therefore, two types of prerequisite tests are conducted, namely normality tests and homogeneity tests. The normality test is used to determine whether the pre-test and post-test data from the experimental class and the control class are normally distributed. The test results show that the significance value (Sig.) in both classes is greater than 0.05, so the data is declared to be normally distributed. Next, a homogeneity test is conducted to

determine whether the data variance from the two research groups is the same. The results show that the significance value (Sig.) is greater than 0.05, so the data is declared homogeneous. Thus, the two main requirements for parametric data analysis are met, and the study can proceed to the hypothesis testing stage using the t-test.

## 2. Hypothesis Test Results

After the prerequisite tests were fulfilled, the researcher proceeded to the hypothesis test using an Independent Sample T-Test to compare the post-test scores of the experimental class and the control class. The analysis results show that the p-value = 0.000, which is smaller than the significance level of 0.05. This means that there is a significant difference between the learning outcomes of students in the experimental class who used the Garfield (2024) movie as a medium for learning speech acts and the control class who used conventional methods. In addition, the calculated t-value (6.108) obtained was greater than the table t-value (2.007), so it can be said that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Therefore, the application of speech acts in the movie Garfield (2024) has been proven to improve students' speaking skills.

## 3. Conclusion

This study shows that ninth-grade students at SMPN 1 Puloampel were initially unfamiliar with speech acts, but after learning through the film *The Garfield* (2024), they began to understand and practice various types of speech acts such as greeting, asking questions, and expressing opinions. Through role-playing and discussion activities, the students' speaking skills and confidence improved. This learning is in line with the Merdeka Curriculum, which emphasizes the communicative and contextual use of language. And overall, this study also concludes that the effectiveness of speech acts through the movie *Garfield* (2024) has a significant effect on the speaking skills of ninth-grade students at SMPN 1 Puloampel. This is evident from the difference in the average post-test scores of the experimental class (86,30), which is higher than that of the control class (73,89). In addition, the effect size calculation shows a value of  $d = 1,7$ , which is classified as a strong effect. These findings confirm that the use of films containing speech acts can improve several aspects of students' speaking skills, such as vocabulary mastery, grammar, pronunciation, fluency, and understanding of conversation content. Furthermore, the use of films has also been proven to boost students' confidence, make learning more interesting, and encourage them to participate more actively in speaking activities in class. Therefore, film media can be used as an effective and relevant alternative learning method to

improve students' English speaking skills at the junior high school level.

## **B. Suggestion**

Based on the results and discussion mentioned in the previous chapter, there are several suggestions given to research participants that are closely related to this study. The suggestions are outlined as follows:

### 1. For Head of School

Head of school are advised to support the use of film media in English language learning by providing facilities and training for teachers. This support can help create more engaging, interactive learning and improve students' speaking skills in line with the Merdeka Curriculum.

### 2. For Teacher

Teachers are expected to be more creative in choosing interesting and relevant learning media, such as holding vocabulary competitions, watching movies, or circulating magazines. This can help students understand the use of English in real-life contexts and improve their speaking skills.

### 3. For Students

Students are encouraged to be more active and confident in practicing English conversation, both in and outside of class. They

also need to pay attention to the context of speech in order to grasp the true meaning of each conversation.

#### 4. For Future Researcher

Future researchers can expand the scope of the study, use other similar media, or add different analytical methods to make the results more comprehensive and useful for English language learning in the future.