

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

The following are some conclusions that can be drawn based on the research results and discussions. Before the Stimuler application was used, the speaking skills of students at SMAN 1 Ciomas were still low. Pre-cycle test results showed that the average score was only 51.6 and the completion rate was 20%; 6 out of 30 students achieved a minimum passing grade of 75. Most students had problems with pronunciation, grammar, vocabulary, and fluency. In addition, many students lacked confidence and tended to be passive when asked to speak in front of the class. As a result, they did not meet the proficiency criteria for speaking.

The Stimuler application is used to conduct speaking lessons in two cycles and has proven to be effective. In cycle I, students practice speaking in pairs using the Challenge feature and also create dialogues in pairs. In cycle II, they practice individually using the Practice feature and then create dialogues in small groups of three. This application encourages students to participate more actively by providing immediate feedback on pronunciation, grammar, vocabulary, and fluency.

The Stimuler application appears to improve students' speaking skills. In cycle I, the average score increased to 66.9, and the completion rate was 40% (12 out of 30 students). Although there was an improvement, these results still did not meet the criteria for success, so the study continued into the second cycle. In the second cycle, the average score increased to 80.2 and the completion rate was 86.6% (26 out of 30 students). This shows a significant improvement from the pre-cycle to the second cycle. The Stimuler application significantly improves students' speaking skills. This is evident in their improved pronunciation, vocabulary mastery, fluency, and confidence when speaking.

## **B. Suggestion**

After conducting this research, the researcher provided several suggestions to English teachers, students, and other researchers. These suggestions are presented below.

1. To English Teachers: Teachers are strongly encouraged to incorporate Stimuler into speaking learning activities. Teachers should act as adaptive curriculum developers by enriching the material and helping students understand the applications so that digital exercises are connected to real communication, not just mechanical exercises. This approach increases cognitive engagement and the effectiveness of students' speaking learning.

2. To the Students: Using the Stimuler application as a speaking activity is very useful and important for improving students' speaking skills. In addition, students become more active in speaking English. Students need to actively use Stimuler as a means of independent learning by disciplining themselves to monitor their progress and practice regularly outside of class hours. This consistent routine is important for improving fluency and understanding the theoretical structure of the language.
3. To other Researchers: The researcher realizes that this study emphasizes the use of the Stimuler application to help students improve their speaking skills.  
. Future researchers are advised to focus on implementation variables, for example by conducting in-depth qualitative studies to investigate how students' affective factors (such as motivation or anxiety) are affected by Stimuler, or by conducting comparative analyses at different levels of language proficiency.