

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based Based on the findings and discussion in the previous chapter, the researcher concluded that the use of cue card is effective in improving the speaking skills of VIII grade students at MTsN 1 Padang Pariaman. The results showed a clear difference in speaking performance between students taught using cue cards and those who were not. Students in the experimental class showed better outcomes, indicating that cue cards helped them express ideas more clearly, speak more confidently, and participate more actively in class.

Improvements were seen in all five aspects of speaking: fluency, pronunciation, vocabulary, grammar, and comprehension. However, the most notable progress occurred in vocabulary and grammar. Students became more confident in selecting appropriate words and forming correct sentences. These findings were supported by hypothesis testing, which confirmed that the working hypothesis was accepted. Therefore, it can be concluded that cue cards are an effective teaching medium that significantly enhances students' speaking skills, especially in vocabulary and grammar.

B. Suggestion

The success of teaching does not rely solely on the lesson plan, but more importantly on how the teacher facilitates learning by applying various media,

techniques, or strategies to create a more engaging and enjoyable classroom atmosphere. Using a cue card in English learning offers many opportunities for students to actively participate in the teaching and learning process. Regarding the improvement of speaking skills, the researcher provides the following suggestions for teachers and students :

1. In learning English, teachers should use appropriate media, technique, and strategies that help students feel relaxed, enjoy the lesson, and easily understand the material during the learning process.
2. The researcher suggest that English teachers incorporate interesting technique, media, to teach speaking skills effectively. Specifically, the cue card is suggested as a useful for enhancing speaking skills.
3. Students are encouraged to be active participants during the learning process, as this will support the improvement of their English language skills.
4. Future researchers who conduct similar studies are hoped to benefit from this research and further develop studies aimed at improving speaking skills in different materials.

Finally, the researcher acknowledges that this thesis still has some limitations and is far from perfect. Therefore, constructive criticism and advice are highly welcomed to improve this thesis. The researcher hopes that the findings of this study will be useful for readers.

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