

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of this research also show that the pre-test and post-test scores, students' speaking skills in the pre-test average score was 34, 46 while in the post-test the score was 49, 18. This shows that the average speaking score on the post-test has increased compared to before the test. In accordance with statistical calculation using SPSS 26, it can be seen in table 4.4, the research has a significant value of 0,000, with a significance level of 0,05. This shows that the Alternative Hypothesis (H_a) is accepted but the Null Hypothesis (H_0) is rejected.

Data analysis as written in the previous chapter shows that monopoly game is effective in teaching students' speaking skill especially in teaching procedure text. It can be seen from the comparison of student's pre-test and post-test. The researcher concluded that all aspects of speaking ability improved based on the post-test results. However, there were three aspects that showed significant improvement, namely vocabulary, grammar, and comprehension. Accent and fluency also improved, but not significantly.

Based on the data obtained by the researcher, the researcher believes that pronunciation and fluency are closely related to native speakers of the language itself. In this study, the language referred to is English, and the native speakers are English teachers. In relation to this study, the researcher used and taught English only as a foreign language, as did the students in this

study, who learned English as a foreign language. Therefore, the results obtained from the five aspects of speaking show that students improved more significantly in vocabulary, grammar, and comprehension than in pronunciation and fluency in the post-test.

B. Research Limitation

In this study, the researcher only used a pre-experimental research design with pre-test and post-test. To obtain a more accurate comparison in assessing the effectiveness of learning media, the researcher should have used a control class and an experimental class. The control class would not receive treatment using media, while the experimental class would use media. This would provide a clear comparison.

C. Suggestion

The researcher suggested several recommendations concerning the students discussed in the conclusion. English teachers should consider using the Monopoly Game as an alternative media for teaching speaking. Students are encouraged to speak English in learning activities using this media. This research is particularly valuable and can be beneficial for:

1. Teachers, the researcher hopes that English teachers will implement the Monopoly Game in the teaching and learning process for speaking, as this method has a notable impact on students' speaking skills across five components, such as: pronunciation, grammar, vocabulary, fluency and comprehension.

2. Students, can increase their interest and motivation to speak English, encourage greater participation, promote a sense of responsibility, and encourage the bravery and creativity in expressing ideas, opinions, and suggestion in English.
3. Readers, it is suggested that the Monopoly Game has a significant influence on students' speaking skills. Readers or future English teachers can use this media in carrying out further teaching. It is hoped that the findings of this research can be a useful reference for future research can be a useful reference for future researchers in doing better things.



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