

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis discussed in the preceding chapter, it is evident that the Team Games Tournament (TGT) method proves effective in enhancing students' monologue skills. This efficacy is demonstrated by the notable disparity in students' speaking proficiency prior to and following the implementation of the TGT approach.

The findings reveal that students' speaking competencies, encompassing elements such as pronunciation, grammar, vocabulary, fluency, and comprehension, exhibited superior results after the intervention compared to before. These outcomes reinforce the notion that the Team Games Tournament technique serves as a viable instructional strategy for developing monologue abilities.

Moreover, the descriptive statistics indicate that the mean score for students' speaking skills in the pre-test was 52.44, which rose to 64.52 in the post-test. This improvement underscores that educational achievements following the application of the Team Games Tournament method were more favorable than those preceding the treatment.

In line with the statistical computations conducted using SPSS, as detailed in Table 4.14, the obtained significance value was 0.000 at a significance level of 0.05. The t-table value stood at 2.064, whereas the

calculated t-value was 11.716. Given that the t-value exceeded the t-table value ($11.716 > 2.064$), the Alternative Hypothesis (H_a) is accepted, and the Null Hypothesis (H_0) is rejected. Consequently, the Team Games Tournament (TGT) method is statistically validated as effective for teaching monologue skills among Eighth-grade students at SMPN 5 Padang, specifically in Class VIII 6.

B. Suggestion

Based on the conclusions above, the researcher proposes several suggestions related to the results of this study.

1. For Teachers

English teachers are encouraged to apply the Team Games Tournament (TGT) technique as an alternative teaching technique in speaking classes, especially for teaching monologue ability. This technique can help create an engaging learning atmosphere and support students in performing speaking tasks more effectively across the five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

2. For Students

Students are encouraged to actively participate in speaking activities using the Team Games Tournament technique. This technique can help increase students' motivation, confidence, and responsibility in speaking English, as well as encourage them to express ideas, opinions, and information more confidently in monologue form.

3. For Future Researchers

It is suggested that future researchers explore the use of the Team Games Tournament technique in different contexts, grade levels, or language skills. The findings of this study can be used as a reference for further research related to teaching speaking or other English language skills using cooperative and game-based learning techniques.



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