

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two main parts. The first part is the conclusion of the study and the second part is the suggestions from the research results. The researcher presents two suggestions as follows.

5.1 Conclusions

The conclusion is the answer to the research questions posed in the first chapter. They are: (1) the results of the speaking skills of students who are treated using the Flippity Board Games, (2) the results of the speaking skills of students who are treated using the printed book media, and (3) The significant effect of the Flippity in improving students speaking skills or not. Three conclusions are drawn regarding the research result presented in the previous segment.

First, the experimental class achieved a mean score of 42.29 before using Flippity media to teach speaking skills. The highest score was 52, while the lowest score was 32. Moreover, the frequency distribution showed that 11 students (52.3%) were in the poor category and 10 (47.6%) were in the fair category. Students should have been categorized as good, outstanding, or excellent. Thus, most students in the experimental class were in the poor category before using Flippity media. After implementing Flippity in teaching speaking, the mean score of the experimental class in the post-test was 66.67. The lowest score was 52, while the highest was 80. Moreover, the frequency distribution showed there were 5 students (23.8%) in the fair category, 13 students (61.8%) in the excellent category, and 3 students (14.4%) in the very good category. Students should have been categorized as poor or excellent. Thus, most students in the experimental class were in a good category after using Flippity.

Second, in the control class, which only used the course book as a learning medium. The frequency distribution shows that on the post-test, there was

only one student (4,8%) in the good category, and no one got the excellent category in the score in the pre-test. The gain score between the pre-test and post-test of the control class was lower than the experimental class at $11.26 < 64.38$

Third, the biggest improvement occurred in the experimental class, which means it is more effective to use Flippity than just using a course book to teach speaking. This is indicated by the comparison between the gain scores obtained by the control class and the experimental class. The score of the experimental class is 64.38, which is higher than that of the control class, which only gets 11.26. Furthermore, the significance level of the Paired Sample T-Test was 0.00, which is lower than 0.05 and accepted H_a . In other words, the use of Flippity media, especially online board games, significantly improved students' speaking skills. Thus, it can be concluded that the use of Flippity significantly improves students' speaking skills.

5.2 Suggestions

To conclude this paper, the researcher makes several suggestions that refer to the conclusions for several parties. Among the teachers, students, and readers, the following:

For teachers, the researcher suggests that English teachers use proper learning media in their teaching and learning, particularly when engaging in speaking. The chosen learning media will develop and improve the student's speaking skills and abilities. In addition, the material selected should emphasize the fundamental competencies that students must acquire. The researcher suggests that teachers use Flippity to teach speaking because it can develop their speaking skills.

Students are expected to improve their speaking skills in any subject or topic. Moreover, it is better to have more practice in speaking by using online board games. Therefore, speaking skills will improve alongside the knowledge gained from online board games.

For other researchers, the authors hope that other researchers who want to carry out similar research can get information from the results of this study.

This research aimed to find students' speaking skills before and after using Flippity media, especially online board games, and to reveal the significant effectiveness of students' speaking skills through the use of Flippity. Therefore, further researchers can explore and develop this research, such as applying Flippity or online board games to another focus and using different samples. In addition, the researcher can also discover other findings by conducting research comparing the use of Flippity with other learning media.

