

CHAPTER V

CONCLUSION AND SEGGESTIONS

The conclusion and suggestion parts make up this chapter. The conclusion is the articulation of the evidence against the hypothesis of action or the achievement of the researcher's goals, whereas the recommendations are follow-up actions based on the research findings.

5.1 Conclusion

The study came to the conclusion that employing Cake Application as a treatment for teaching agree and disagree material can enhance students' speaking abilities at MTs N 3 Cirebon, based on the findings and discussions provided in the previous chapter. First, the pre-test was given by the researcher to gauge the students' foundational speaking skills. There were no statistically significant differences seen in the pre-test results. Stated differently, there was no significant difference seen in the pre-test results between the control and experiment classes. But after the intervention, the experiment's post-test value—which measured the students' ability to use the Cake application—rose noticeably. The control class did not use the Cake application, and the post-test results indicated a slight increase. The average pre-test and post-test experiment demonstrates this. There is an increase in pre-test scores compared to post-test scores in this instance, where the average pre-test experiment is 71.38 and the average post-test experiment is 80.63. The significance of the t-test results, sig. 2 tailed of this research is 0.000, indicates the significance difference between the means in two unrelated groups. Its average is $0.000 < 0.05$. The N-Gain test results show that the Cake Application is 63.8% effective. As can be observed, classes at MTs N 3 Cirebon that use Cake Application (experimental group) and classrooms that do not use Cake Application (control group) differ in terms of student learning agreement and disagreement. Thus, it can be concluded that MTs N 3 Cirebon

ninth-grade pupils can improve their speaking abilities by utilizing the Cake Application.

5.2 Suggestion

The researcher would want to make recommendations for English teachers, students, and future research based on the findings of the study. The recommendations are as follows:

5.2.1 For English Teacher

Researchers suggest that teachers better understand the needs of students and make learning interesting by being literate about increasingly sophisticated learning media. The researcher also recommended that teachers consider utilizing this software. This program, with some relatively simple functions and a large number of videos, could be used in the classroom to assist pupils improve their speaking abilities.

5.2.2 For Students

The investigator recommends that the pupils ought to take part actively in the learning process, do not be shy and afraid to speak using English. Never assume that English is a difficult foreign language, because difficulties are created from your own mind. Do not be afraid of being wrong in speaking English, because being wrong is a natural thing. It is better to try but be wrong than not to try at all.

5.2.3 For Future Research

Then, for future researchers, this thesis is less perfect than the experts' study. There are some problems with it. Therefore, future scholars that are interested in Cake applications might use the study's findings as a valuable resource. Future researchers can also conduct studies using other skills, such as reading and listening.