

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions drawn from the findings and discussion.

5.1 Conclusion

Based on the result of data analysis and discussion of the result in the previous chapter. The researcher could conclude the research as follows:

1. The experimental class, which received treatment using the cake application, showed significant improvements in all four assessment categories: pronunciation, grammar, fluency, and vocabulary. Regarding pronunciation, the percentage of students in the "Good Enough" category (Score 4) decreased from 57.5% to 12.5%, indicating a 45% decrease. The "Very Good" category (Score 6) experienced the largest increase, from 7.5% to 55%, which has increased by 47.5%. Moving on to grammar, the experimental class initially had most students in the "Good Enough" category (Score 4), with 50% overall. In the post-test, there was an increase in the "Good" (Score 5) and "Very Good" (Score 6) categories. The "Good" category increased by 10%, from 22.5% to 32.5%, while the "Very Good" category increased by 7.5%, from 5% to 12.5%. In the grammar category, this shows that this category did not increase significantly after being given treatment.

Because in this song's meaning material, the song does not use good grammar and grammatical rules. Regarding fluency, the experimental class demonstrated significant improvements. The number of students categorized as "Good Enough" (Score 4) decreased from 52.5% to 27.5%, while those achieving the "Good" category (Score 5) increased from 22.5% to 57.5%. In terms of vocabulary, the experimental class showed remarkable progress. The "Good Enough" category (Score 4) decreased from 52.5% to 7.5%, while the "Good" category (Score 5) increased from 27.5% to 45%. The most substantial improvement was seen in the "Very Good" category (Score 6), which rose from 5% to 47.5%.

Comparatively, the control class had minimal changes in all categories, with small increases or decreases. This indicates that the treatment using the cake application significantly improved skills in the experimental class, particularly in pronunciation and vocabulary. Not all aspects of speaking improved in this study. Some aspects did not improve, namely the aspect of grammar. In this study, the use of the cake application adapts to school material, namely "song meaning," where the song does not use good grammar and grammatical rules.

This also affects whether or not the grammar skills of the students in the experimental class increase. So, the grammar aspect in this study did not increase significantly. The researcher also concluded that students with good English skills would not be affected

by their speaking skills by this cake application, while students whose speaking skills are not good enough will get a significant influence. So, researchers can say that this cake application is suitable for beginners starting to learn and deepen their speaking skills, not for those who already have good or good speaking skills.

2. Based on conclusion number one above, the skill most affected in the experimental class is pronunciation, with the highest percentage increase compared to the control class. In the experimental class, the percentage of students in the "Good Enough" category (Score 4) decreased by 45%, indicating significant improvement. The "Very Good" category (Score 6) experienced the biggest increase, from 7.5% to 55%. Therefore, the highest percentage increase in the experimental class is observed in the "Very Good" category for pronunciation, with a percentage increase of 47.5%. This suggests that the cake application treatment significantly improved students' pronunciation skills in the experimental class.

5.2 Suggestion

Based on the conclusion, the researcher would like to give some suggestions as consideration, those are:

5.2.1 For the Students

The researcher hopes that with the results of this research, students will become more interested in learning to speak English by using this cake application. Furthermore, they can use the features available in this application to the fullest so that students can improve their speaking skills.

5.2.2 For the Teachers

This research has shown positive results from the treatment using cake application for English speaking skills. For this reason, the researcher hopes that this research can become a new reference or innovation for teachers to develop their special learning in speaking English. The researcher also recommends that subject teachers use the application with sufficient intensity and other English-speaking learning features in the cake application to increase students' English-speaking skills development.

5.2.3 For the Future Research

The researcher hopes this research will be a resource for other researchers interested in a similar title or theme. The researcher also suggests that future researchers might be able to research using different participants in different schools and methods. Besides that, the researcher also hopes that future researchers can use other features from the cake application to improve students' speaking skills.