

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this concluding chapter, the researcher synthesizes the key findings derived from the data analysis presented in previous chapters. Furthermore, the researcher offers recommendations to educators, students, and future researchers interested in exploring similar topics. These recommendations are intended to serve as a foundation for further investigation and deeper understanding of the subject matter.

#### **5.1 Conclusion**

This research revealed that 11th-grade students at SMAN 1 Srengat initially struggled with speaking English ability, as evidenced by their average pre-test score of 64.32, which fell below the school's minimum mastery criterion. This initial struggle was also reflected by the minimum score of 39.20 in the pre-test. However, after receiving an intervention in the form of Web Speechace usage, a significant improvement in their speaking English ability was observed, as demonstrated by the increase in their average post-test score to 79.36. This finding unequivocally indicates that Web Speechace has a positive impact on students' speaking English ability.

The Paired Sample T-test analysis revealed a significant effect of Web Speechace usage on increase in speaking ability of XI-C1 students at SMAN 1 Srengat. This finding supports the research hypothesis and provides empirical evidence for the effectiveness of Web Speechace for English speaking ability as a learning online tool.

## **5.2 Impact of The Study**

The findings of this study, demonstrating the positive impact of Web Speechace on eleventh-grade students' speaking skill of descriptive texts at SMAN 1 Srengat, carry significant implications for educational practice. Firstly, English language teachers can confidently integrate Web Speechace into their instructional repertoire as a valuable supplementary tool. Its engaging and interactive features address the initial challenges students faced with descriptive texts, potentially leading to improved learning outcomes.

Furthermore, the results of this research indicate the importance of implementing technology-based learning tools such as Web Speechace into the English curriculum. The implementation of Web Speechace in the English curriculum can be achieved by designing a learning plan that incorporates interactive speaking activities using the web.

This research also highlights the importance of professional development for educators to be able to effectively integrate the Web Speechace into teaching strategies. Teachers can conduct workshops or training sessions that focus on utilizing the Web Speechace so that teachers can maximize the impact of the web on student learning.

Lastly, the positive outcomes observed in this study warrant further research into the effectiveness of Web Speechace in other text genres and with different student populations. Exploring the long-term effects of Web Speechace usage on speaking English skill could provide valuable insights for educational practice and inform policy decisions regarding the adoption and implementation of technology-based learning tools in schools.

### **5.3 Suggestion**

This research demonstrates the significant positive impact of the Web Speechace on increasing students speaking skill in descriptive text among 11th-grade students at SMAN 1 Srengat. Based on these findings, recommendations are proposed to optimize Web Speechace use in English language instruction, targeting teachers, students, and the future researchers, to maximize its potential in increasing students speaking skill in descriptive text comprehension and fostering innovation in English language education. The researcher's suggestions include:

#### **5.3.1 For Students**

Students are encouraged to actively utilize Web Speechace to enhance their speaking English ability of descriptive texts. Exploring the web's diverse features can optimize the learning experience and provide opportunities for independent practice outside of class. Student feedback on their experiences with Web Speechace is also invaluable for teachers in improving instructional effectiveness.

### **5.3.2 For Teachers**

English language instructors are encouraged to strategically incorporate Web Speechace into their curriculum, particularly when teaching speaking part. Utilizing Web Speechace's interactive features, such as real-time feedback on pronunciation, automated scoring, and speech recognition-based exercises, can significantly enhance student engagement and motivation. Additionally, teachers can leverage Web Speechace as a supplementary learning resource to enrich existing lesson materials. Providing guidance and support to students on the effective use of Web Speechace, along with regular monitoring and evaluation of its impact on student learning, is crucial for maximizing the web's benefits.

### **5.3.3 For Future Research**

Further research is needed to explore the long-term impact of Web Speechace on speaking English ability. Expanding research to other text types or educational levels could provide broader insights into the web's potential. Investigating additional factors that may influence Web Speechace effectiveness, such as student motivation, learning styles, or text difficulty, is also essential. Moreover, developing innovative instructional strategies that integrate Web Speechace with other pedagogical approaches.