

CHAPTER V

CLOSING

A. Conclusion

Based on interviews with seventh-grade students at MTs Darussalam in Bengkulu City, it can be concluded that their primary needs in mastering speaking skills are broadening their horizons, increasing their self-confidence, and gaining more opportunities to practice speaking. Students admitted to often feeling shy and afraid of making mistakes in using English, which makes them reluctant to try speaking. However, they emphasized that providing contextual, open-ended materials, such as simple conversational examples relevant to everyday life, and the use of engaging media like cartoons, can encourage them to actively practice speaking.

Interviews with teachers reinforced this view. Teachers assessed that the students' main challenges lie in their low motivation and courage to speak, as well as their limited practice outside of class. Teachers suggested that developing social interaction-based worksheets (LKPD) is highly relevant for improving students' speaking skills, as they provide real-world practice through activities like role-playing and conversation simulations. Teachers also emphasized the importance of instilling thematic understanding, conversation practice, and integrating visual learning media like cartoons to engage

students. With this approach, teachers believe that students will be more active, confident, and motivated in using English.

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Quantitative data analysis supports the interview findings. Based on the distribution of questionnaires given to 14 respondents, an overall average score of 83.00 with a standard deviation of 4.10 was obtained, indicating that most students were in the Strongly Agree category. The highest score was 90 and the lowest score was 73, while quartile analysis showed that most students were in the score range of 81–85. In addition, the results of the descriptive test showed that almost all items had an average above 4.00, with the highest score at P8 (mean = 4.43) and the lowest at P12 (mean = 3.79). These data indicate that students' responses were relatively consistent and positive, so that the social interaction-based LKPD prototype can be developed effectively to improve their speaking skills.

B. Suggestion

1. Suggestions for Teachers

Teachers are expected to be more creative in using a variety of learning media, such as cartoons, animated videos, and role-play activities based on social interaction. This is crucial for increasing students' motivation, self-confidence, and active engagement in speaking lessons. Furthermore, teachers can develop contextual learning-based student worksheets (LKPD) that contain thematic understanding and simple conversational examples relevant to everyday life. This way, students not only understand the theory but also become proficient in using it in real-life communication.

2. Suggestions for Schools

Schools are expected to provide support in the form of adequate facilities and infrastructure to support speaking skills. For example, this could include adding multimedia facilities, classrooms that support interactive activities, and providing training for teachers to master contextual-based learning strategies. Schools can also develop English-based extracurricular programs, such as English Clubs or conversation competitions, so students have more opportunities to practice speaking outside of formal classroom hours.

3. Suggestions for Further Research

This research is still limited to the development of social interaction-based student worksheets (LKPD) using cartoon films at MTs Darussalam, Bengkulu City, with a limited number of respondents. Therefore, future research can expand the research subject to other schools or different levels to make the results more generalizable. Furthermore, further research can use experimental methods to quantitatively measure the effectiveness of LKPD in improving speaking skills, or explore the use of other media such as educational games or digital applications to enrich students' learning experiences.

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