

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of the research, the conclusions regarding the effect of using the Role-Playing model on English learning outcomes in relation to students' creativity at SMP Negeri 5, Bengkulu City are as follows:

1. Based on the two-way ANOVA results, the calculated F-value (*Fhitung*) was 9.523, which is greater than the critical F-value (*Ftabel* = 2.4056), with a significance level ($p / \text{Sig.}$) of $0.003 < 0.05$. This indicates that there is a difference in English learning outcomes between students taught using the Role-Playing model and those taught using the conventional model. Therefore, H_a is accepted and H_0 is rejected.
2. Based on the two-way ANOVA results, the calculated F-value (*Fhitung*) was $15.209 > F_{tabel} = 2.4056$, with a significance level ($p / \text{Sig.}$) of $0.000 < 0.05$. This indicates that there is a significant difference in English learning outcomes based on students' creativity levels. Therefore, H_a is accepted and H_0 is rejected.
3. Based on the two-way ANOVA results, the calculated F-value (*Fhitung*) was 0.680, which is less than the critical F-value (*Ftabel* = 2.4056), with a significance level ($p / \text{Sig.}$)

of $0.511 > 0.05$. This indicates that there is no significant interaction between the learning model and students' creativity on English learning outcomes. Therefore, H_0 is accepted and H_a is rejected.

B. Suggestions

Based on the conclusions above, the author provides the following suggestions:

1. It is expected that classroom teachers, especially those teaching English, use more active learning methods in the learning process implemented at SMP Negeri 5, Bengkulu City.
2. Teachers at SMP Negeri 5, Bengkulu City are advised to continue using active learning methods to foster students' engagement, which can improve learning outcomes, whether in the form of class rankings or other forms of assessment.
3. Students at SMP Negeri 5, Bengkulu City are encouraged to enhance their learning strategies and develop their creativity and critical thinking skills through the learning methods implemented by the teacher and applied in this study.
4. Further research is needed to refine active learning methods and test them in other subjects so that active learning methods can be applied across all subjects at the junior high school level.

APPENDICES

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