

CHAPTER V

CONCLUSION

A. Conclusion

Based on the research involving eighth-grade students at SMP Negeri 11 Bengkulu Tengah, it can be concluded that using the Stimuler application produces a considerable effect on students' speaking ability, as reflected by the improvement observed after the application was implemented.

The experimental group's average rose from 52.00 at pre-test to 63.03 at post-test, while the control group also showed growth, moving from 47.33 to 53.83. Nonetheless, the experimental group's gain exceeded that of the control group, indicating that students taught with Stimuler performed better than those taught through conventional means.

Statistical testing covering reliability, normality, homogeneity, paired-sample t-tests, and independent-sample t-tests showed that the improvement in students' speaking skills was not coincidental but resulted from the intervention applied. The paired-sample t-test revealed a statistically meaningful improvement in the experimental class after Stimuler was implemented ($p < 0.001$), showing that students' speaking skills rose significantly from pre-test to post-test.

In addition, the statistical analysis yielded a p-value of 0.013, which is below the significance level of 0.05. Therefore, H_0 was rejected and H_a was accepted, indicating a statistically

significant difference between the experimental group and the control group after the Stimuler intervention was administered. The experimental group achieved a higher mean post-test score ($M = 63.03$, $SD = 11.854$) compared to the control group ($M = 53.83$, $SD = 10.329$), with a mean difference of 9.201 points. These results show that the intervention implemented in the experimental class produced better learning outcomes than the conventional teaching method used in the control class. Furthermore, a Cohen's d value of 0.825 indicates a large effect size, suggesting that the intervention not only had a statistically significant effect but also a practically meaningful effect on the students' speaking skills.

On the whole, these findings indicate that Stimuler is an effective technology-based learning resource for developing students' speaking ability. Through AI features, instant feedback, and repeated practice opportunities, the app supports growth in key speaking components fluency, accuracy, and comprehension. Therefore, it can be concluded that Stimuler is a suitable and effective learning tool for improving the speaking ability of eighth-grade students at SMP Negeri 11 Bengkulu Tengah

B. Implications

Based on the results obtained in this study, the researcher offers several recommendations to the relevant parties as stated below:

1. For Teachers: This research highlights how valuable technology-enhanced tools like the Stimuler application can be for teaching speaking. The improvement seen in students' abilities shows that giving them interactive, repeatable speaking practice helps them grow in fluency, accuracy, and comprehension. Teachers are therefore encouraged to design more dynamic, engaging, student-centered lessons by incorporating digital media into speaking activities.
2. For Students: The results indicate that when students actively engage in speaking exercises, it meaningfully boosts their speaking development. Using Stimuler gives students the chance to practice independently and repeatedly, which builds confidence in using English and gradually strengthens their speaking skills.
3. For Schools: This research points to the need for schools to support technology integration in the learning process, especially within English lessons. Educational applications such as Stimuler can raise the quality of language instruction by delivering a more interactive and impactful learning experience.

4. For Researchers: This research can act as a starting point for future studies exploring mobile-based learning applications for developing speaking skills. Subsequent researchers are encouraged to examine the long-term impact of Stimuler, its influence on other language abilities, or its combination with other teaching approaches to generate more comprehensive findings.

C. Suggestion

Based on the results of this research, the researcher offers several recommendations to the relevant parties as follows:

1. For Teachers: Teachers are recommended to make more frequent use of technology-based tools, such as Stimuler, in speaking lessons, while designing varied and meaningful activities like pronunciation drills, simple dialogues, and everyday-communication speaking tasks.
2. For Students: Students should be urged to take a more active role in speaking activities without fear of making mistakes, and to practice English more consistently both inside and outside class particularly by using the Stimuler application to keep developing their fluency, accuracy, and comprehension.
3. For Schools: Schools are expected to support technology-integrated learning by providing adequate facilities and teacher training. Workshops or training sessions on using digital learning media can help teachers build more

effective teaching strategies, particularly for speaking instruction.

4. For Future Researchers: Future researchers are advised to explore the use of the Stimuler application more deeply in other settings, such as different school levels or institutions. Further studies could also examine the long-term effects of this application or its combination with other teaching methods to produce more comprehensive results.

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