CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based to the computed research above, the pretest in the experiment class had a mean score of 50.75 based on 20 data. The pretest's standard deviation is 8.387 and its standard error is 1.546. The posttest had a mean score of 80.00 from 20 data points, a standard deviation of 11.583, and a standard mean score of 2.919. Therefore, it may be said that while the posttest yields greater scores than the pretest, the posttest's standard deviation and standard error are also increasing. In conclusion, the use of tongue twisters throughout the academic year 2023–2024 at SMA N 1 Ujung Padang had a substantial impact on students' pronunciation skills. As a result, the Alternative Hypothesis (or H_a) is accepted, indicating that the Tongue Twister Game has a considerable impact.

5.2 Suggestion

Based on the result of the study, the researcher would like to give some suggestions as follow:

1. Teacher

   They ought to be able to learn about original and existing methods that are similar to the students, especially as an English instructor. The tongue twister game has been identified by the researcher as one of the effective methods. The researcher advises English teachers to use this method to teach pronunciation in the classroom.

2. School

   To pay greater attention in school to the need for more innovative teaching and learning in the classroom learning system, especially in English courses so that students are more engaged and confident in learning The English language.

3. Other researcher

   To demonstrate the influence of tongue twister games on students' pronunciation abilities, other researchers who are interested in the same topic may attempt using tongue twister games across various genres and learning levels.

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