CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter contains of conclusions and suggestions. The research conclusions are based on the findings and discussions. Once the conclusions have been reached, the researcher proposes suggestions that are relevant to the findings.

5.1 Conclusion

Based on the research conducted through interviews with students in the 4th semester class A of English Education Study Program, Faculty of Humanities, Jenderal Soedirman University there were some conclusions that could answer the research questions and objectives. The research questions were: how are the students' perceptions towards the use of Magic Box (MB), how is the implementation of MB, and what are the problems and solutions in the implementation of MB as a learning media to improve students' speaking skill.

5.1.1 Students' Perception on Using MB as a Learning Media

The students' perception on the use of MB as a learning medium to improve student speaking skill was good. Students showed a positive perception of the use of MB media to improve speaking skills. From their learning experience, the qualities of MB are fun, unique and an interesting learning medium. Learning to speak using MB makes students more enthusiastic. Students enjoy learning to speak using MB media. Apart from that, learning using MB as a learning medium provides benefits for students. MB could help students linguistically and psychologically. In linguistics, MB media made students are able to improve

vocabulary, pronunciation, sharpening grammar, and fluency. Apart from that, psychologically MB can help students be more confident and not afraid of making mistakes. Besides, MB increases knowledge of language and critical thinking. Students gave the perception that MB is suitable and effective as a learning medium.

5.1.2 The Implementation of MB as a Learning Media

The implementation of MB as a learning medium to improve student speaking skill was based on the RPS/Syllabus provided by the lecturer who teaches the occupational speaking course. The material used is in accordance with the topic per meeting stated in the RPS/Syllabus. Learning using MB media is carried out in groups. Each group contains 4-5 students. They take turns as clue givers and guessers. Using MB starts by shuffling the box until the picture is scrambled. Then take one of the pictures. Next, students provide a short description such as the characteristics and function of the object or a clue related to the image so that other students can guess. Each student who successfully guesses correctly gets 1 point. However, these points are not the points that are included in the assessment. The points awarded are limited to MB games only and have no effect on academic grades.

Furthermore, topics studied with MB media include jobs, food, figures, cartoons, vehicles, product names, fruits, countries and tourist attractions. Using MB as a speaking learning medium makes the learning material understandable. Students think the material studied is much easier with MB media. This is because MB is carried out in groups and is game based so that students become enthusiastic about learning speaking.

5.1.3 The Problem in the Implementation of MB

The problems during learning using MB that students encounter mostly come from linguistic problems. Linguistically, students experience problems in components of speaking skill, such as lack of vocabulary, limited to comprehensive skill, and lack of vocabulary. They do not know the form of English and need more time to digest the descriptions or clues given by their friends. Apart from that, students have challenges in the learning process, that is students must have spontaneous, critical thinking, and unfamiliar pictures. More than that, another problem experienced by students in learning speaking using the MB is the difficulty of finding references and content according to the themes included in the RPS. It is difficult to determine the brand theme for student products because there are too many considerations.

5.1.4 The Solution for the Problem in the Implementation of MB

However, from the problems experienced by students, here are some solutions that they implemented. For problems in component speaking skills, students had learning strategies to solve their problem that is search the similar word, browsing, turning to social media namely Instagram, searching in filters, and dividing tasks. Apart from that, to solve their problem in limited vocabulary, students used Indonesian language. To have difficulty digesting the clues given by their friends, students asked for additional gestures so that they could better understand and catch what their friends meant. Then, for the problem of difficulty finding content or references, students divide tasks between group members and do research on Google with filtering. It is not uncommon for students to also search on other social media such as Instagram to get more references.

5.2 Suggestion

Based on the results of the students' experiential learning on using MB as a learning media to improve students speaking skill, there are several suggestions and recommendations in accordance with this research. Here are some suggestions:

1. For teacher

The use of MB media in learning speaking gets positive perceptions from students. Learning using the Magic Box helps students be more confidence and brave in speaking. Through this research, it can be seen that the MB is an interesting learning media and is able to increase student enthusiasm. Therefore, researchers recommend that teachers be able to use MB media continuously. Teachers can use

MB media in various types of language skills, especially speaking with new variations.

2. For students

The implementation of MB media in learning speaking helps students improve their speaking skills by adding new vocabulary, pronunciation and fluency. The implementation of MB media also makes learning material easier. Researchers advise students to make the best use of learning media with MB in their learning. So, students can get more benefits and improvements from learning with Magic Box media.

3. For other researchers

This research was carried out to explore students' learning experiences using MB media to improve speaking skills in 4th semester class A students in the English Language Education Department, Faculty of Cultural Sciences, Jenderal Soedirman University. This research aims to determine student perceptions, implementation, and problems and solutions during the use of MB media as a learning medium to improve students' speaking skills. Therefore, other researchers can highlight the same media on different topics. Other researchers can research the MB in different courses or educational levels. Because the result of this research is MB can improve students speaking skill, especially on vocabulary improvement so other researcher can conduct the same research in reading comprehension related in vocabulary improvement to.