

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter outlines the conclusions based on the research findings and also offers practical suggestions addressed to English teachers as well as to future researchers and educational institutions in order to support improvements in teaching practice and further study.

A. Conclusion

This investigation concludes that the Tic-Tac-Toe game constitutes an effective instructional technique for improving speaking abilities among eighth-grade students at MTs Ihyaul Ulum Canga'an.

The experimental group demonstrated mean improvement from 69.53 to 77.74 (gain of 8.21 points), while the control group improved from 63.83 to 67.00 (gain of 3.17 points). ANCOVA results confirmed statistical significance ($F(1,34) = 24.507, p = .000$) with large effect size (partial $\eta^2 = .419$), indicating that 41.9% of post-test variance was attributable to the treatment.

The game successfully created engaging, low-anxiety learning environments that motivated spontaneous speaking and active participation.

B. Suggestion

Based on the results and conclusions of this study, several practical suggestions can be stated in a clearer and more natural form:

1. For English teachers, the Tic-Tac-Toe game can be used as one of the teaching techniques in speaking classes because this activity helps create a

more active classroom situation and supports students in practicing speaking in a more engaging way.

2. For Future Researcher: Explore Tic-Tac-Toe applications for other language skills or different age groups; consider mixed-methods approaches for deeper insights.
3. For the Institution: Support teacher development in game-based learning media creation and implementation.