

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains the conclusion toward the research findings. Besides, some suggestions will be written in order to give benefit to all academician and pedagogical community such as teacher, students, and further researcher.

6.1. Conclusion

After conducting the action research and collecting the data from observation and test, the researcher found the findings to be reported and concluded. There are some points the researcher got as the conclusion of this study. First, the researcher concluded that guessing game can encourage students to speak and communicate more. Guessing game as one of the communication game is a fun activity that can be applied in language classroom. It brings pleased and enthusiasm feeling to the students, so that the students can enjoy the learning process and get actively involved in communicating their idea.

Second, guessing game can be an effective way to teach students about descriptive text, especially to the beginner level. Third, guessing game is proven to be success in improving students' speaking skill. The evidence was students' participation during the learning process and students' test result which improved and met the criteria of success. There are 79% students passed the minimum score criteria (KKM) on the test after the implementation of guessing game, which means that students succeeded in describing things orally.

6.2. Suggestion

These points below are some suggestions that proposed by the researcher in order to bring some constructive and beneficial knowledge toward pedagogy.

These following suggestions are especially given for the English teacher and further researcher.

6.2.1. For the English teacher

This study emphasizes the implementation of guessing game to improve students' speaking skill. As the outcome is satisfying, the researcher proposed that the English teacher could apply the same strategy for the same problem. Because of many factors, students are often reluctant to speak and express their idea in the classroom. As game is a fun activity to do, the students will enjoy more in learning and playing at the same time. The teacher can apply game to the classroom in order to reduce their fear and give them more exposure to speak.

On the other hand, a teacher should keep in mind to give their best role in the classroom. Before implementing the game, teacher should build detail plan and procedure which suit with the learning objectives. When adapting a game to be a classroom activity, the teacher should tell clear rules and instructions to the students, so the game can run effectively. Besides, the teacher should facilitate and guide them during the game, especially if it is for teach them the productive skill like speaking. There should be a time to accompany the students in a game and give them positive feedback. It means, teacher should be role as facilitator, controller, guide, and participant at the same time.

6.2.2. For further researchers

For further researchers, the researcher hopes that this study can be a reference to conduct the next action research in language classroom, particularly for teaching English. The next teacher-researcher could implement different type of game to teach speaking skill or any other language aspects. Once again, the choice of strategy should be suitable with students' background, condition and problem.

