CHAPTER V

CONCLUTIONS

This chapter presents a through conclusion based on the array of findings and discussion elaborated and general suggestions for further studies and for individuals and institutions interrelated with the present studies. It consists of two subchapters, which are conclusions and suggestions. It offers the overview of all findings that consist of conclusion and suggestion for further study.

4.1 Conclusions

From the analysis of the data, it was discovered that guessing game technique rarely used in teaching students' speaking class. Guessing game did not exist in the school; English teacher didn't use it as one of techniques in teaching speaking. Based on the observation, students just already knew what guessing game was and it was the first time they played guessing game in their speaking class. They rarely played such a game. It was the reason for the students that faced some struggles in learning speaking skill. The students had less motivation to practice speaking in the class. It was seemed in the first meeting of the observation, the students tend to be quite than answered a simple question. Besides, they were afraid to speak up for describing things in front of the class. Incorrect speaking in English, afraid to pronounce some keywords, to make mistake, even to share their feeling are such kind of their problem which they faced in their speaking class.

From the above mentioned-problems, to overcome those problems, one of alternative techniques applied was by having a game. Guessing game was considered to apply because in this game, students were expected to be involved actively in speaking class activity. In this study, guessing game was used to overcome the

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problem in certain three meetings of the observation. It was found in the result of this study that guessing game technique helped in speaking actively in the class. As the result itself, there were several benefits perceived by the students of the use guessing game technique in their speaking class. There were, becoming relatively new teaching technique in the school, building students' perspective that speaking is a fascinating, creating positive and enjoyable learning atmosphere, motivating students to speak, and improving students' speaking comprehension. In addition, the result of interview and observation showed students' positive attitude toward the use of guessing game. It has been shown that the students believed that guessing game techniques made it easier for them to speak English; also it motivated them to speak up properly in the class. Therefore, the students like playing guessing game in speaking activities and showed positive behaviour during the activities of speaking class.

In references to the result of this study, the conclusion is drawn that guessing game is appropriate to apply in teaching speaking.

4.2 Suggestions

Since the study is qualitative in nature, meaning that the study purely reflect the reality of the whole participants in the observation in particular the students who participated in playing guessing game in their speaking class, especially for the seven particiants of the interview.

The findings of this study call the improvement the way of teaching speaking skill in the following aspects: the teacher have to design one of meaningful alternative teaching techniques in teaching speaking since the students have less motivation to speak actively in their speaking class, the teacher have to well-prepared in conducting a guessing game as one of techniques in teaching speaking skill since it builds sudents' noise and hectic atmosphere in the class, it is needed for the teacher to analyse the attitude of the students toward his/her teaching before giving such kind of

technique in teaching speaking skill. In this study, the use of guessing game technique in speaking skill, might be have a different result or approaches in the next different study based on the field experience . Thus, the improvement is needed in exploring in the-dept of another meaningful alternative technique used in teaching speaking skill for teacher.