

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS**

This chapter is divided into three sections: conclusions, implications, and recommendations for future studies. The conclusion is the section to conclude the results and discussion of the present study by briefly summarizing the important parts. Implications presented cover pedagogical and institutional implications drawn from the present study. Furthermore, recommendations for future studies are provided.

#### **5.1 Conclusions**

Based on the findings and discussion which have been elaborated earlier, there are some points highlighted in this study. First, the process of using the game was successful in creating an interesting and educating speaking activity. In choosing and implementing the game knowing the problem in class, reflecting on those problems, and planning how to solve it is important. The first problem in this study was the game did not allow an equal chance for students to speak, thus a game that can be played simultaneously and required talking in turns was chosen. Next was the problem of disinterest and range, which was solved by combining the idea of two games to make a more interesting and competitive game. In using a game to teach, the debriefing process that was done after the gaming activity is important. The debriefing process allows the reflection on problems that happened in class with the help of the students. The discussion that was done with the teacher after each class also helped giving ideas and shaping what to improve and how it will be done in class. Reflection should not only depend on only the opinion of one person. The help of other people, whether teachers, students, staff, etc., will allow more insight and ideas on ways to solve the problem.

Second, the use of the game was able to improve the students speaking abilities. The improvement made in each cycle were better and the last and all improvement made was significant (11,051 for cycle III > 8,75 for cycle II > 5,3745 for cycle I > 2,060 for the t critical score). Each cycle show improvement in the speaking aspect that the students made. In improving students' speaking ability the debriefing process was also important. The debriefing process allows students to express their difficulties as well as what they have learned while playing. It also allows teachers to address mistakes the students' made it order to further improve students' skills.

In conclusion, the use of the game "Who am I" was able to successfully provide an entertaining and educative activity that can improve students' speaking skills and all of its aspect. While teaching with using games it is important to do the debriefing process because it ensure that the students learn what was supposed to be learned. It also allows the teacher to address and fix students' mistakes. Lastly, the result showed that in choosing a game it was better to choose a competitive game to make sure that the students follow the rule of the game in order to avoid deviation from the aims of the activity.

## **5.2 Implications**

This part presents the implications of the study. Based on the results of the study the use of the game for teaching and learning speaking was improving the class activity. The students became more enthusiastic and active in playing and practicing speaking. The students' speaking skills also increased significantly, especially in improving their grammar use, and in learning new vocabulary and pronunciation. The result provided information on the advantages and disadvantages of the game presented, what possible reason and caused it, and possible ways to handle it. This can serve as references for teachers or further studies in choosing and using games for teaching speaking in class. It can also serve as references for teachers in improving their use of games in class, not only for the 'Talking about Self' presented in this study but for other topics of studies such as mentioned in the discussion. The result of the improvement showed what aspects

improve the most by the use of the game. This can help teachers in choosing a game if they want to improve speaking skills in general with certain aspects as the focus. For example, this study showed that the game was particularly useful in improving Grammar, vocabulary, and pronunciation. This study also showed a modified version of the game “Who am I” that can show a new way to use the game and how to implement those modifications to benefit the teachers.

### **5.3 Recommendations**

This section presents recommendations for future studies. Since the current research was a classroom action research which only focused on one level (class X) in only one school it recommended that further study compare the use of the modified game in other schools or other class levels of students. This study also only concentrated on one game (Who am I) for one particular subject (Talking about Self). The modified game used in this study has the potential to be used for other subjects, thus further studies are encouraged to study the use of the modified game with other topics of study. This study also proved that games that have been used in schools and have been proven by other studies might still be unable to fit with the class's needs. This realization encouraged further studies to try and improve existing games to make the teaching and learning activity more fun while still educational. There are many other ways to incorporate the game to other topics, thus teachers or future researchers have to be open to the possibility. The game used in this study was a non-digital game because of the restriction and limitation of the situations in this study. Future studies are recommended to try more digital games for teaching and learning purposes. The importance of ICT is increasing day by day, thus future studies on how to incorporate the use of the digital game for places with limited resources is encouraged.