CHAPTER V

CONCLUSION AND SUGGESTION

In this paragraph, the researcher explains the conclusion and suggestions related to this study. It can be said that the researcher aims to resume all the research results. However, the suggestion is consecrated through all the stakeholders related to this research. The explanation will be illustrated below:

A. Conclusions

This research is expected to answer the research question from the previous sub-bab chapter. Mentioning the research findings and discussion as cited before in the previous chapter, there are second points of conclusion to be defined :

First, the students taught by the guessing game technique are more confident and motivated than those taught by the conventional technique. This means that students who are taught guessing games are more confident speaking in front of the class without feeling anxious. Also, the students are more motivated in the learning process because they learn more about pronouncing the word correctly and learning new vocabulary to win guessing games. Competition with other students has a positive impact because it is more constructive.

Second, guessing games is the right choice to make the learning process more enjoyable and interesting. After implementing guessing games, students enjoy the learning process more because they are not afraid to be judged if they make some error while speaking in English. It also increases student

interest in the learning process; guessing games make students collaborate with other students and try to achieve good scores. Students feel seen and involved in the learning process.

B. Limitation of the Study

The limitation of this study lies in the traditional teaching methods used in the control class, which were deemed less innovative and engaging compared to the educational games employed in the experimental class. The conventional approach may have hindered the effectiveness of the teaching-learning process, particularly in enhancing students' English speaking abilities. Students in the control group may have been less motivated and enthusiastic about learning English, potentially affecting their confidence and proficiency in oral communication. The lack of innovative instructional materials and methods in the traditional setting could have limited opportunities for students to actively participate and practice speaking in English, thus impacting their overall language development. Future research could explore additional variables or alternative teaching strategies to further investigate how innovative approaches can better support students' language learning outcomes.

C. Suggestions

The conclusion above can be delivered as some suggestions to:

a. English Teachers

The teachers should apply various teaching techniques to teach speaking. The choosen of technique can affect the student's ability to speak. It affects the student's vocabulary, pronunciation, grammar and accuracy it

also gives different results. In other words, the teacher should be able to take every chance to increase the students' speaking skills and adopt techniques that can help students increase their speaking skills.

b. The Students

The student should give more attention to the learning process. There are many effective ways to improve their speaking skills. The present study shows that guessing games are more effective in increasing student speaking skills and adding new vocabulary, grammar, pronunciation and accuracy knowledge. Moreover, it boosts their confidences and avoids anxious feelings. By applying this guessing game technique, the students' speaking ability are increased, and they achieve good scores.

c. Future Research

For future research, it is recommended to explore alternative teaching strategies that integrate innovative instructional materials to enhance students' English speaking abilities to assess the impact of various innovative methods, beyond educational games, on students' motivation, engagement, and proficiency in oral communication.