CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains of two parts. The first part is the conclusion of the study which is drawn based on the problem formulation that is formulated in chapter one as the analysis in the chapter four. The second part is suggestions intended for the English teachers, the students, and other researchers.

5.1. Conclusion

This study was focused on the implementation of guessing game and the students' responds toward teaching speaking descriptive text by applying the guessing game in process learning. In this part of discussion, the researcher draws several conclusions regarding to the implementation of guessing game and the students' responds toward teaching speaking descriptive text at the 7th grade students of SMP Sunan Ampel Porong. This study answered the two formulated problems. First, how is the implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019?; meanwhile, the second is How are the students responds of the implementing of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019?. In order to answer the two research questions, the researcher did the observation that was conducted on February 13th, 2019 and the second observation was on February 16th, 2019, distributed the questionnaire to the students directly to gain the students' responds in the implementation of guessing game in teaching speaking descriptive text.

5.1.1 The implementation of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in academic year 2018/2019

Based on the findings and discussion on this study described on the previous chapter, the implementation of guessing game in teaching speaking descriptive text done by the English teacher of the 7th grade at SMP Sunan Ampel was implemented well. Based on the class observation done by the researcher, at the first and second meeting the teacher used guessing picture game to teach speaking of the descriptive text to the seventh grade students. The teacher had some activities in learning process namely: (1) pre-activity consisting: opening the lessons by greeting and checking the attendance of the students, (2) whilst-activity consisting: continuing the material by giving explanation and involving the use of guessing game in teaching speaking descriptive text and giving assessments to the students and (3) post activity consisting: reviewing the lesson conducted in order to comprehend the understanding of the students regarding the lesson given, giving feedback to the students about the materials discussed, and giving conclusion about the lesson done.

The researcher identified some strengths and weaknesses of playing guessing game in teaching speaking descriptive text. There are some strengths of using guessing game in teaching speaking namely: (1) the game activity can stimulate the students' willingness to follow the lesson, (2) the game activity can encourage the students to speak in English and (3) the teacher is easier to control the class condition. It can be said that guessing game is suitable to be applied for both the students and the teacher in learning process. Meanwhile, the weaknesses

of appliying a guessing game technique that can be observed such as: the involvements of the students are not equal which is considered by some aspects: there were still many shy students in playing the game, the students who answered the question were only the clever or smart students and the girls are more enthusiastic than the boys.

5.1.2 The students' respons of the implementing of guessing game in teaching speaking descriptive text to the seventh grade students at SMP Sunan Ampel Porong in the academic year 2018/2019

Focusing on the result of this research, it can be conclude that English is difficult to be learnt for the 7th grade students at SMP Sunan Ampel regarding they had some problems in understanding of English as a foreign language. Most of the students needed new model of learning process conducted by their teacher. Guessing game can be implemented in teaching speaking because students can practice and develop their ability to speak in English by providing fun and relax activity.

Most of the students assumed that the implementation of guessing game in speaking class through descriptive text clearly motivated them in learning English. They also argued that the guessing game technique done by their teacher in English class gave contribution to the both students and teacher. In part of students, these activities had chance to speak and motivated students in order to speak in English during learning speaking descriptive text activities. The process of teaching and learning process using guessing game technique to give excuses students' speaking skill overall was succeed.

5.2. Suggestion

This part presented some suggestions that will give a new idea to provide better understanding in learning activities. The first suggestion is intended to the English teachers. The second is for students. The third is for other researchers who will conduct similar research related to this study.

5.2.1 English Teachers

This study can provide English teacher clear information regarding the implementation of guessing game in teaching speaking descriptive text. Hopefully, they will be developing and improving their techniques in giving appropriate strategy in learning process especially in speaking class.

It's also suggested to the English teachers to provide the students variation activities on their teaching technique since it will increase and motivate the students and their willingness to study English. As a result, they can learn English more effective to improve the students' abilities of English.

5.2.2 Students

Guessing game is one of interesting games can be done in learning activities. The students should pay attention to learn English and more active in involving classroom activities they can be able to develop their English skill especially in speaking skill.

5.2.3 Other Researchers

It is expected that the results of this study can give clear information to the other researchers so that this study can be used as one of the references to enrich conducting further researches.

This study still had limited discussions. This study was conducted by using descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods. It is also suggested that other researchers can conduct the similar research by investigating the relationship between the students' enthusiastic towards the implementation of guessing game in teaching writing or other English skills.