CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions. On the basic of those findings, the suggestion then could be made.

A. Conclusions

The study employed the Classroom Action Research (CAR) design. Classroom Action Research is a research aiming at developing innovative instructional strategy to solve practical problems in teaching learning process through some following steps such planning, implementing, observing, and reflecting.

It is common case that in EFL classes the students face some problems. It also occurs at SMAN 7 Kediri. They have a practical problem related to speaking English. To solve the problem, the researcher offered an innovative instructional strategy. The applied innovative instructional strategy is Guessing Game is an interactive strategy in which students guess the friend's words with correct tenses. The students are intended to be more active in speaking to guess quickly the sentences list. The quickest group will be the winner of the game.

Practically, Guessing Game is effective used to solve the problems through the following steps:

1. Teacher prepares a sentences list, peer assessment sheet, and speaking rubric.

2. Teacher explains about some tenses that common used in daily activity to the students.

3. Teacher asks for the students to practice by making a dialog conversation with a partner about asking what he/she did in last holyday, what his/her unforgettable experiences are, and whether he/she has ever done a certain activity.

4. Teacher observes and helps the student who has difficulty in speaking.

5. Teacher asks the students about their problems and difficulties in making a dialog conversation then discuss them with the students.

6. Teacher distributes peer assessment sheets then explains how to assess their partner using the peer assessment. And the students assess their own partner.

7. Teacher tells the students that they will play a Guessing Game and how it runs.

8. Teacher asks for making some groups consist of 6 – 7 students each group and make a circle.

9. Teacher chooses the students to be leader and also first presenter. Then the students start the game in a circle.

10. The teacher gives the time 2 - 3 minutes for playing game in each group

11. Group who has finished guessing the sentences and the time still runs , they can continue till the time is over.

12. Teacher asks the students about their problems and difficulties in guessing the sentences with correct tenses then discuss them with the students.

13. Teacher tells the students that they will have a speaking test.

14. Teacher distributes a rubric for each student.

15. Teacher explains how to assess their friend's dialog conversation using the rubric.

16. Teacher calls a peer of students to practice a dialog conversation about asking what he/she did in last holiday, what his/her unforgettable experiences are, and whether he/she has ever done a certain activity.

17. Teacher assesses their ability in speaking dialog conversation using rubric.

18. Teacher gives suggestions and motivations.

For all of the steps above, the researcher can apply around 90 minutes for three meetings.

B.   Suggestions

Guessing Game is an interactive-learning instructional strategy that promotes students' speaking motivation then students' speaking skill in tenses. As a result, it could be known that the students felt confident in speaking in front of class in the process of learning English.

Based on the findings of the Guessing Game implementation, some suggestions are addressed to:

1.   The teacher.

It could give new reference of innovative instructional strategy for the teacher when she/he is teaching speaking.

2.   The students.

The students are hoped to be more active in speaking English. It should be better for the students to do more practice in their daily life. Hence, it absolves them to tell or convey their ideas to their friends orally.

3.   The next researcher.

It is really expected to the next researcher that Guessing Game is an innovative instructional strategy to facilitate the students' speaking practice. The next researcher could apply the strategy in the class and make it as a funny teaching and learning process. Moreover, the next research does not only increase the students' speaking skill but also in other forms.

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