

## CHAPTER V

### CONCLUSION

This chapter presents conclusion of research and the researcher's recommendation for the research subject, the research subject's institution, and the next researchers who are interested in the same topic as this thesis.

#### **A. Conclusion**

Board games can be used in language classrooms to teach the learners to speak. One of the main goals of language teaching is to equip the students with the ability to communicate in the target language. From the result of analysis of research, it is proven that the researcher has succeeded in teaching speaking using board games. The used of board games make the speaking and learning activities more enjoyable and interesting. It happens because board games help the students when the students get difficulty in conversation and to equip the students with the ability to communicate in the target language. In addition, it is fun and most students agree that they feel better in their learning. Using board games in the language classroom is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their communication strategies that can be readily applied to the real world.

Based on the observation, the researcher gets the data that using board games can improve speaking skill of second year students of SMA N 1 Plosoklaten. It can be proven from the result of achievement that done by researcher. From the

observation is got, the percentage of students' achievement in the end of cycle 1 is 50% (17 successful students) with average score 65,7% it increase 50% from students' test result preliminary researcher that only reach 0% successful students and 60,7 average. In the cycle 2, researcher got the improvement data of students' result speaking achievement score. There was significant improvement 50% of the total successful students. It was from 50% (17 students) who got success in cycle 1 and it become 82,35% (28 students) in cycle 2. The average score was also improve to become 65,7% in cycle 1 also improve to become 75,5%. So that there was 9,8% improve speaking skill of the second year students of SMA N 1 Plosoklaten.

Most of students are more active to extend their in their speaking ability and their knowledge to improve their pronunciation, vocabulies especially in English speking. They do not feel shy although their grammatical structure and pronunciation is not correct anymore and they can discuss include their topic without forced.

The main purpose of implementing board games are to improve their speaking skill of students not to get correct grammatical structure; in addition this method helps them to speak fluently. So that, the teacher does not give correction about grammar directly while they are speaking.

The main point is they can speak fluently and bravely, and this method proves that speaking skill of second year students o SMA 1 N Plosoklaten can improve thorough board games.

**B. Suggestion**

After conducting the research, the researcher gives several recommendations for the English teacher, the students, and other researchers.

**1. For The English Teacher**

It is suggested to English teacher, especially in the speaking activities to build a comfortable atmosphere and encourage the students to speak English. Teacher also needs to apply activities which make the students confident to speak English. In the activities which work on fluency, teacher should let the students speaking even they have mistakes without any interruption (i.e. giving feedback or correction). While in the activities which work on accuracy, teacher may give feedback or correction to the students' mistakes directly or indirectly. In the speaking activities teacher should properly give the students model of language as the input, which was in the spoken form. After presenting the model of language teacher should also provide adequate practices before going to the production stage. In applying speaking activities teacher should consider which activities that

engage the students' participation and give the students more chance to speak. Games are the example of activities which attract the students and engage them to speak up.

2. For The Students

In English lessons, it is suggested that students should make the best use of the learning process in the classroom and give positive contribution, so they get effective learning. They also need to be aware of their own needs and find additional materials from any sources. To be a fluent speaker students should attempt to get more confidence and do not have to be afraid of making mistakes. On the other hand, the students also need to pay attention to their performance, so they can speak more accurately.

3. For Other Researchers

It is suggested for other researchers who will conduct the similar research to improve and explore other kinds of teaching speaking techniques. If they will use board games to improve speaking skills, it is suggested to vary the topics and make the board games in more professional and sophisticated form, for example making them in 3D version with complicated routes to make them more attracting and challenging. To conduct research which focused on other language skills, board games can be adapted to other English teaching materials (not only language expressions, but also functional texts or genre texts).