

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

This chapter consist of two parts, namely conclusion and suggestion. The first part was about the conclusion of this research. And the second part was about the suggestion for the students, teachers, and next researchers.

#### **1. Conclusion**

As stated in chapter I, this research was aimed to understand the implementation of using communication game in speaking class and finding out the students' perception on using communication game in their speaking class. From the observation, the researcher found out that the quality of the implementation of the game was good. The implementation of communication game was in accordance with the features of a good game and tips to succeed with game which stated that The game should include the purpose of the game, clear instructions and how the activity should be set up, the material that should be copied for the learner, and the timing and focus of the language for the learner. Games should include pair and group work, as they have the advantage of allowing learners to work together and become more active. Games should be tried before being used in the classroom. The game should include group supervision, as the students are constantly correcting each other. The game should be played fairly. The game takes into account the learner's language level and interests. Games must first be demonstrated and presented before being played.

The result of questionnaire and interview which were used to answer the second research question showed that most of the students' perception on using communication game was good or positive. More than 50% students choose "Agree" and "Strongly agree" for each category in the questionnaire. The first category that based on the students' perception on using communication game, as many as 8 students (46,4%) choose "Agree" and 2 students (15,2%) choose "strongly agree" option in this category. The second category which was about the students' perception on a good game in teaching-learning process, gained some

positive response from the students. There were 7 respondents (42%) choose “Agree” and 5 respondents (30%) chose Strongly Agree with the features of a good game in this category. Then, for the category that asked to students’ perception on the contributions of communication game in their speaking learning, the result showed that most of respondents believed communication game contribute beneficial effects to them in learning speaking. There were 8 respondents (50%) chose “Agree” and 2 respondents (13,75%) choose “Strongly Agree”. Moreover, the last category which consisted of statements about the students’ experience on using communication game also showed that 8 students (50%) choose “Agree” and 4 students (27%) choose “Strongly agree” to give a good perception on it.

As can be seen from the questionnaire results, we were able to conclude that the majority of students perceived the statements in each category of the questionnaire positively. The students also agreed that the game which was implemented in their class was accordance to the features of a good game. Their team-work also develops with the using of game. They could get some benefits from this technique such as a progress in learning process and they could be more active to speak. Moreover, the students also got experience by conducted this game, and they could add some new vocabularies after they played the game. Whereas from the interview, the researcher concluded that the communication game technique was very interesting learning technique for students and it could help students to practice their speaking more than before. Although the students got some difficulties such as pronunciation and translation during playing the game, but they still enjoyed the game and joined the game with enthusiastically.

## 2. Suggestion

Based on the above conclusions, the researchers make the following suggestions:

### a. The English language teacher of MA Islamiyah Balen

Although the students already have a good or positive perception on the use of communication game in their class, it is better if the teacher sometimes conduct the outdoor learning process to give the students a more fun game. Beside that, the students need a real object to be learned. The teacher should also pay attention to the timing of the game. Each of groups probably get 2 or 3 minutes no more to play the game, so it doesn't take so much time in learning process.

### b. The students of grade 12<sup>th</sup> Islamic Senior High School in Balen

The students who join English speaking class believed that they could get advantageous from communication game. Through this research, the students were asked to give their opinion based on the listed statements. Generally, their perceptions were positive. With communication game, the students could get a better progress in learning English speaking. They could improve their speaking ability and motivated them to be more active in speaking. They were able to practice their speaking more often in order to train their confidence in speaking English.

By knowing the contributions of communication game, the researcher suggests that the students should pay more attention to adding more new vocabularies in order to easier them when describe the picture of the game.

### c. Next researcher

As the unperfect person, the researcher realizes that this research has so many deficiencies and far from perfect. However, it's a good idea to have more preparation and respondents to enrich the results in case a survey on a similar topic is done someday. The next researcher should add more aspects to organize their research.