

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion of the research based on the explanation in previous chapter.

#### **Conclusion**

The overall result from observation was well done. From observation, the participants followed the procedure of using game in the class, even though some participants did not follow some of the rules, but that was because of the students have already known the rules before. When observation was carried out, the students enjoyed their activities in the class even though some of them difficult in speaking English

From the interview, there were three indicators that the researcher used to gather the data about the teachers' perspective by using game in English teaching. Such as the general information about games in English teaching at Madrasah Aliyah Al-Huda, also problem faced by the teachers of used games in the class. In this point the researcher interview the participants about their opinion by using game in teaching English, game in English teaching is a good way to make the students active, because it can motivate the students to learn English and create a good classroom atmosphere. It is supported by Carrier (as cited in Sánchez et al., 2007, p.50) who stated that "games stimulate students' participation and give them confidence". The students could be more interested in learning the material.

Furthermore, using games in English teaching at Madrasah Aliyah Al-Huda is one of the effective methods at improving student's achievement especially in vocabulary and speaking. The data showed that English teachers in Madrasah Aliyah Al-Huda used three kinds of games during the research. In addition, there were the data of research finding from observation the teachers in the class, the advantages of games are the students would interest in learning, make students not boring in the class They will easy to learn English and games can motivate them. Therefore, the researcher think using games in English teaching is good and the teachers can apply it to the students.

Then the disadvantage of using games such as; some student did not focus on the material, make class noisy, so even though using games is good for the students to study English, it also has the disadvantage. Overall, "Who am I, Guessing word and Whispering" games are good if the teachers are able to manage the students and the class, because using games can reduce the students' boredom in classroom and make them pleasure in getting the material. In conclusion "Who am I, Guessing word and Whispering" games are good based on the teachers perspective; they were agree to use those game; and can be applied in teaching and learning process because it is be able to help students to improve their English skill. Overall, the strengths of "Who am I, Guessing word and Whispering" games are used to facilitate the students' speaking skill; they can speak freely to answer the questions. It also enriches the students' vocabulary and trains the students to make sentences through the games.

**Suggestion**

It can be suggested that teachers should use games in teaching and learning process to help students to get motivation in learning English. The teachers can use games to improve the students' speaking skill and enrich their vocabulary. The teachers should control the students when the game applied, because it creates noise in the class. Also the games spends too much time, especially Who am I game, so teachers should be creative to divide the time for game and the material. This game can train the students to create sentences. For example students can make questions. Also, for the next researcher, it could be a learning for them about "who am I, guessing word and whispering" games. The next researcher can investigate a research to develop students' interest in learning English by using games.

It is recommended to use games since they are very effective especially for the primary stages in teaching a second language and games are helpful for the teacher as a procedure for language acquisition

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