

Chapter V: Conclusion and Suggestion

Conclusion

This study found out the students' perception toward the implementation of board game in English speaking class. It was revealed that the students had positive responses as they enjoyed learning English speaking skill by using board game. This occurred because the game could bring amusing atmosphere to the class and made them relaxed in the classroom while learning the skill. Moreover, that atmosphere was triggered by interesting features of the game such as variety of colors and shapes. In which had many color variations and shapes could impact them unconsciously because each type of colors has its own psychological meaning. Moreover, by having many topics that students could talk about, made the game more interested to learn. Besides, it also could help students to sharpen their English speaking skill as well as could enrich students' vocabulary when playing the game.

Additionally, participants stated that winning the game was not the main point of board game but how to answer the question properly in English. The other main points were also to help their friends who have lower average of English speaking skill to be developed. Furthermore, the game could give benefit to the participants. They reported that the game really helped them to speak more in class. Learning with direct interaction with their teacher and friend also made the game more interesting and kept them felt motivated. It also could increase students' speaking skills as well as enrich their vocabulary. The characteristics of the board game also made the students more active in class, because the board

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game rule requires them to take turn more than once or twice. On the board game there are also some traps that made them back to the start and got possibilities to explain more topics on the game. Thus, the students also will interact more actively with each other.

The board game got very positive responses from the students, where their responses were grouped into three main themes by the researcher. Personally, the researcher thought that board game were appropriate to be implemented in university in order to sharpened the students English speaking skill before they going further and take more academic English speaking. Based on the researcher experience, board game can make the class atmosphere more amusing and it can make the learning process more fun also decreased the students' anxiety. The researcher also surprised by the participants answer regarding playing the board game, which they reported to win in the game is not the main point but to help their friends to speak more and proper in English is much important. This statement shows that board game not only help students to learn English speaking skill but also it can make their social bound stronger and improve their English speaking skill together.

This study was limited to a discussion of finding out what were the students of the English Department at a university in Gorontalo year of 2016 perceptions toward the implementation of board game in English speaking class. Another limitation in the present study was the data that being observed only limited to the implementation of the board game in a formal activity such as in the university classroom. This study also limited by small amount of participants.

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This study did not display or observed the implementation of the board game in any informal activities, thus the participants' responses may differ between formal and informal situations.

Suggestion

Teaching with ordinary technique in which teachers was more inclined to teach with lecture method, made students felt bored easily. To prevent that to be happened, the teachers should consider to use learning media to help them in teaching. Using learning media like board game could help students to be motivated to learn more and felt not forced to learn. If the teachers in university want to implement board game in their English speaking class, they could find board game in Americanenglish.state.gov. After entered into the website, the teachers could select the teaching resource then type board game on the searching bar. In order to link the board game topics into the curriculum where the teacher teaching, it can be easily customize. The teacher can download the template of the board game then customize the topics according to the curriculum.

The implementation of a learning media, board game in particular, the teachers' roles are really important. The teacher should pay more attention to the students who are divided into some group and they also should make sure that the media has been used optimally. When teachers can effectively integrate games with the teaching process, learners can find ways to reduce their anxiety level and it could build positive feelings in their learning (Abid, 2020). Therefore, by the help of board game as media to teach English speaking skill, the students could

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absorb material easier and the learning as well as teaching process could be optimal in order to achieve the best result.

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