

Chapter 5

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 “Who am I” game, 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 “Who am I” game in English teaching. Such as the general information about games in English teaching, “Who am I” game in English teaching at SMKN 1 Limboto, also the advantages and disadvantages of “Who am I” game. In this point the researcher interviewed the participants about their knowledge by using game in teaching English in general, 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, “Who am I” game in English teaching at SMKN 1 Limboto. “Who am I” game is a part of guessing game; this is as one of the affective factors at improving students achievement especially in speaking and vocabulary. The data showed that English teachers in SMKN 1 Limboto use “Who am I” game in the classroom, but it must match with the material such as introduction, profession, and characters. In addition, there were the data of research discussion from interview of the advantages and disadvantages of “Who am I” game. Based on the data from teachers’ perspective, the advantages of “Who am I” game are recalling students’ memory, enrich students’ vocabulary, and increase the students’ learning interest in English. Therefore, the researcher think this game is good and the teachers can apply it to the students.

Then the disadvantage of “Who am I” game such as; some students did not focus on the material, they wanted always to play and it was spend much time. So even though this game is good for the students to study English, it also has the disadvantage. Overall, “Who am I” game is good if the teachers are able to manage the students and the class, because using game can reduce the students’ boredom in classroom and make them pleasure in getting the material. In conclusion “Who am I” game is good based on the teachers perspective; they were agree to use this game; and this game 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” game is 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 a sentence through the game.

Recommendation

It can be suggested that teachers should use game in teaching and learning process to help students to get motivation in learning English, especially “Who am I” game. The teachers can use “Who am I” game to improve the students’ speaking skill and enrich their vocabulary. The teachers should control the students when this game applied, because it creates noise in the class. Also this game spends too much time, 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” game. The next researcher can investigate a research to develop students’ interest in learning English by using “Who am I” game.