

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher drew a conclusion according to the research finding above and made some suggestions which it was useful for the present research. Therefore, the explanation could be seen as follows.

A. Conclusion

In this research, the researcher was carrying out the classroom action research in purpose to overcome the problem which it found in the research field and to make a change in a form of improvement toward the learning activity in the school. Regarding to the problem which it had explained in chapter I, the problem that raised in this research was related with the lack of speaking This case happened because it was based on a low motivation and less of activeness that was possessed by the students at seventh grade of SMPN 3 Sungai Tebelian in learning English, so it affected to their learning process in which it became ineffective. Therefore in order to solve the related problem, the researcher conducted this research in order to help the students to overcome their problem also to boost their knowledge, skill, and interest in learning English.

This research was conducted in two cycles which it also consisted of two meetings for each cycle. The implementation of each cycle had described in chapter IV in which the result provided two types of data that included of qualitative and quantitative data. The qualitative data which it used in this

research was gained from the observation checklist, field note, and interview activity. Meanwhile, the quantitative data was obtained from the speaking test that was done and collected in the last meeting of each cycle.

Afterwards, in reference to the result that showed in chapter IV, it indicated that the implementation from the first cycle to the second cycle had enhanced in which the students' participation in the first cycle showed passive responses during the lesson. Meanwhile, during the implementation in the second cycle, the students' participation had increased better. Then, the result of students' test also displayed an improvement in which the students' score could boost well in the second cycle. This case was also supported by the students' action during the learning process in which almost all of the students were able to comprehend the word in English and Bahasa Indonesia, used the word to construct a sentence also they were able to spell and pronounce some vocabularies with a clear tone.

In conclusion, the use of guessing game with context clue was able to help the students to solve their problem that related to speaking and made an enhancement in their learning process.

B. Suggestion

In pertaining to the finding in this research, the researcher gives some recommendations for anyone who wants to conduct research by using the guessing game with context clue especially in teaching the speaking. Firstly, the user of this strategy has to pay attention on the material that is going to teach because it can affect to the way in delivering and implementing the

context clue. Secondly, during the implementation of this strategy, the user has to be often in drilling their students especially toward the form and meaning of a word also how the word is pronounced correctly in English. Lastly, the user also can mix and use some games in applying this strategy in purpose to attract the students' interest and activeness during the lesson.