

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the results of research conducted in class VIII of SMP Negeri 2 Lolofitu Moi, it can be concluded that students' speaking skills through the use of guessing games are still at a basic level according to the Interagency Language Roundtable (ILR) scale (Level 0–1+). Most students are able to form simple sentences and answer basic questions, but they still often make mistakes in grammar, vocabulary, fluency, and comprehension. Nevertheless, there are some students who are beginning to show improvement, particularly in pronunciation and comprehension, although there are also students who tend to be passive and can only remember simple words or phrases. Overall, these findings indicate that students' speaking skills still require improvement, especially in terms of vocabulary mastery, grammar, and fluency.

Meanwhile, based on interviews with students and teacher, it was revealed that the use of guessing games had a positive effect on the development of students' speaking skills. Most students feel happier, more motivated, and more confident when learning through games, thereby increasing their courage to speak and expanding their vocabulary. This is also supported by teacher's observations, who assess that guessing games can create an interactive learning environment and encourage students to be more willing to try speaking, even though they still often make mistakes. However, students' speaking skills have not fully developed due to challenges such as limited vocabulary, pronunciation difficulties, feelings of shyness or fear of making mistakes, differences in ability among students, and time constraints. Therefore, the level of students' speaking skills through guessing games can be achieved when they are supported by a pleasant learning environment, teacher guidance, and self-confidence, but may not be optimal if these obstacles are not addressed.

5.2 Recommendation

Based on the results of the research described above, several recommendations can be made, including:

First, English teachers are advised to continue using guessing games in speaking lessons because they have been proven to increase students' motivation, confidence, and vocabulary, and subsequently help develop other speaking skills. However, this method should be combined with other strategies to ensure a more balanced learning experience, particularly to strengthen aspects such as grammar, fluency, pronunciation, and comprehension. Second, teachers should provide a variety of vocabulary and repetitive exercises to ensure that students not only memorize words but also learn to use them in sentences. Additionally, constructive feedback and a safe learning environment are important to prevent students from feeling afraid to make mistakes. Finally, future researchers are advised to expand their research with a larger sample size or use different methods, such as experiments, in order to more clearly see the effectiveness of guessing games in improving students' speaking skills.