

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two section, conclusion and suggestion. The first section deals with research conclusion. The second section deals with recommendation for students, teachers and future researchers.

5.1 Conclusion

As stated in Chapter I, this research is aimed to find out how the implementation of guessing games, the difficulty faced by the teacher during guessing games implementation and the solutions to solve the teacher difficulty. The following are conclusions that can be drawn by researchers after analyzing and discussing the results of the research.

First, in the first meeting shows that the teacher always began the classroom by greetings, leading prayer together, checking students' attendance, and asking students' conditions, the teacher introduced the material about descriptive text. After that, the teacher explained learning objectives and explained the material about descriptive text. The teacher provided picture, activity in the zoo. Second meeting, the teacher divides the students into 3 groups consisted of 10 – 11 students, teacher gave one picture and two clues to each group that others groups didn't know about, and then each groups should made 5 sentences that describe the picture, each group come in front of the classroom to read the sentences that they made before and the other groups should guess what in that picture. In this

meeting 2 groups performed in the classroom, they were group 1 activity in the beach and group 2 activity in the park, the other group performed on the next meeting. Third meeting, after group 3 finished performing, the teacher provided 1 picture for all students without given a clue, the picture describe activity in the market, correct sentences and guess the picture correctly given mark from the teacher. During the observation, the students enthusiastically participated in the activity such as appreciating and provided feedback to classmates who are performing. In the last meeting, based on the interview with the teacher, guessing games was a good method, entertained and this method could increase students' motivation for learning. By using guessing games, it can increase students' motivation to learn descriptive text, because these games are very entertaining and students got new experience by following the guessing games method.

Second, difficulties faced by the teacher when this method was applied, that students did not understand the instructions given by the teacher regarding the implementation of this method, most of the students were confused about what they should do. Limited time also plays an important role in the process of implementing guessing games method, because time is limited the teacher must also implement this method quickly. The teacher felt difficult to manage student's condition.

The last, to deal with the difficulty faced by the teacher, the teacher tried to re-explain in more detail and tried to explain it using Bahasa Indonesia and then using English. After the teacher did this, the students finally understood what

they had to do when the guessing games method was implemented. Then teacher used demonstration strategy. The teacher as an expert who delivered the material by explaining step by step how to implement guessing games method. The teacher did this strategy, because possibility of this strategy due to the limited time in teaching using guessing games method.

5.2 Suggestion

The researcher proposes recommendations for students, teachers and future researchers based on the findings.

1. For the students

The result of this research, students can increase the students' motivation in learning descriptive text, through using Guessing games. In addition, students can used this method in the other materials to be more active in participating the teaching and learning process, besides that, games are also entertained.

2. For the teachers

According to the findings of the research, this research can enrich the teachers' strategy in teaching descriptive text. They may improve the traditional methods in teaching and learning by using guessing games as a method. They may giving a chance for the students to give feedback or comments to other students. They may also use the new methods for making students enjoy in learning. This method can help the teachers to improve students' interest in learning.

3. For the future researcher

The researcher recognizes that this study is far from perfect. However, future researchers who wish to conduct research in the same area should have more preparation to obtain and enrich the results of their research. Future researchers can use other instruments in collecting data, such as questionnaire and other.

