CHAPTER V

CONCLUSION

This chapter consists of two parts. The first part will talk about the summary of the thesis and the second deals with the suggestion of the writer for the teaching of speaking through games to the first students of Senior High School.

5.1. Summary

Speaking is very important. Everyone in the world speaks to do his/her social life for instance do his business, express his thoughts and feelings, make friends, and so on. We can imagine that if there is no speaking at all in the world, we will feel a long silent and will not know each other and finally we can not survive our life. So, speaking is very important. If we learn a foreign language, surely, we will learn to use it for communication because learning a language without applying it into communication is nothing.

Actually, there are four competencies in learning a foreign language, they are: listening, speaking, reading and writing. However, in this thesis, the writer only chooses speaking to be discussed because speak-

ing is the main problem that often occurs while the students learn a foreign language. They are usually good in grammar or vocabulary but they cannot or even never apply it into speaking.

As we know Curriculum 1984 emphasizes on communicative approach which uses English Language to communicate. It tries to change the teaching system of the English teachers in which most of the teachers emphasize more on grammar, reading and vocabulary because they consider that those materials are dominant in the examination. So, the students get less practice in speaking.

Besides that, the time provided for English lesson is limited, so there is not much time for students to practice speaking. Sometimes, the teachers take the speaking time to teach the other lessons, for instance when the time for examination is closer. In addition, the teacher does not provide some appropriate exercises. For example, the material of speaking is dialogue which has to be memorized by the students or sometimes the teacher drills it for several times. It means that the students have to copy all of the sentences on the dialogue and they are not trained by constructing or producing a sentence by themselves. The

teacher usually takes the material that has been on the book.

Because of the reasons above, the writer would like to suggest some games to teach speaking especially for the first year students of Senior High School. Those games are WORD GAMES (Scrambled Words and Hanging Man), PICTURE GAMES (Guessing Picture and Describing Picture) and STORY GAMES (Funny Story and Continued Story). Actually, if we want to know, there are so many kinds of games that we can take to teach SMA Students but she feels that it is impossible if she can discuss them all. She only chooses parts of them'; she chooses these games above because she considers that they are easy to be played, they do not need too much time and they are taught from the simplest ones to the most difficult ones, so they are effective and useful to be taught in Senior High School. She realizes that this thesis takes a library research ; It means that she has not applied all of these games in a classroom, so she hopes that there is an English teacher who would like to take these games to be applied in a classroom; she is sure that all of those games are very helpful and effective.

5.2. Suggestion

At the end of this thesis, the writer would like to give suggestion to the English teacher in teaching speaking so that it is not boring and it can attract the students to join the games willingly.

The writer suggests three kinds of games in which each of them consists of two kinds of games. The English teacher can teach those games sequencely and repeatedly; For example : the tecaher can use each game that the writer suggests until the students understand the lesson or until the students are brave to speak. It depends on the conditions and the needs of the teacher and the students ; it also depends on the teacher himself in dividing the time or probably, the teacher apply the lesson that he has just taught into these games. While the teacher is teaching speaking, she should be able to make the situation alive, arouse the students 'spirit and self confidence and read the regulations in every game clearly.

Finally, the writer realizes that this study is still theoretical it has not been applied in practice. Thus, the writer hopes that further research can be held to implement all of these games in the real classroom.

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