

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusions are based on the results of the study that were discussed in the previous chapter. It also presents some suggestions related to the implementation of the combination of talking stick and darts game for the seventh grade at SMP Muhammadiyah 8 Benjeng.

5.1 Conclusion

This study was focused in the implementation of the combination of talking stick and darts game in speaking ability on descriptive text. Speaking ability in this study was speaking descriptive monolog. The researcher chose descriptive monolog because it was enable students to have chance to speak individually.

Based on the research findings of this study, the researcher concluded as follow.

1. The implementation of the combination of talking stick and darts game in teaching speaking had significance improvement on students' speaking ability. The talking stick, song, darts board and descriptive chart were presented in the simple way and effectively so the students could understand them easily. First, the student had responsibility to speak up because he or she held a stick. Secondly, design of the darts board

included some pictures and some phrases inside it could help the students to speak. Thirdly, the descriptive chart also helped the students to speak descriptive sequentially (identification-descriptions). Unintentionally, they would find it easy to speak, absorb and remember new things. In this case it was descriptive text. In this research, most of the students could do the activity well during the activity; they could speak up related to descriptive text well. The students' score also showed the improvement of speaking ability. The students' scores of the pre test from the teacher was 54,4. While the result of the students' scores in the post test from the teacher was 80,7.

2. The implementation of the combination of talking stick and darts game in teaching speaking could improve students' participation and motivation in the class. Firstly, that strategy was presented in an attractive way. It was completed with interesting songs, colorful pictures, and a unique stick, so that could attract the students' imagination and attention. Secondly, by using talking stick and darts game, it could encourage the students to be active in the classroom because they studied English in different learning style. Thirdly, by using talking stick and darts game, it could increase the level of students' interest when they had to learn something. It could motivate them to learn language by different way and it made them enjoyable to join the class. It did not make students bored for joining the class because the students felt fun, and most of students felt challenged. This strategy also could reduce the students' embarrassment as the main

problem in this class. They could be active to join in this strategy. The teacher partner's observation checklist also showed the percentage of the students' participation in the classroom. The students' participation in the first meeting was 39,2%, in the second meeting was 58,9%, in the third meeting was 71,4%, and in the fourth meeting was 76,8%

3. The ideal procedure in teaching speaking ability on descriptive text by using the combination of talking stick and darts game is follows:
 - Teachers give a stick to one of the students who sit down in the corner it can be started from in front of or back position.
 - The students listen to the song prepared by the teacher. When the song is played the stick starts to go around. After the song comes to end and students who hold a stick have a power to speak. The students are free to give a little speech before shooting the target for examples wish me luck, go go go, etc.
 - The students have two chances to shoot the target. To get the prizes, the students have to shoot in the middle of the darts board exactly for being a winner.
 - There are some parts of the board target that includes of the students task to describe picture and word. Students should describe people based on the descriptive chart. On the board target there are also punishment such as, sing an English song, tell a short story, etc

There are some notes related to the procedure also; firstly, in a first meeting it will be better if the strategy is applied in group because it can reduce the students' embarrassment and be afraid of making mistakes and the teacher should give clear examples in applying the strategy before the students start to play. Secondly, it is about the song. The teacher should prepare many kinds of songs because students may request what song they want, it can increase students' motivation in joining the strategy. Third, the teacher should prepare prizes for students who can shoot the middle of the dart board. Fourth, is giving a chance for the students to bring their own picture to be stuck on the darts board. So, they will feel more interesting. For the last, is giving a chance to the students to give correction for their friend in order to create their independency and to know the students' understanding.

4. Materials which were used by the researcher for the darts board were made by Styrofoam then it was colored as good as possible. Talking sticks were made by chicken feathers which were similar to the Indian's talking sticks and there was a needle inside to stick on the board easily, but the researcher did not forget to close it in order to prevent danger.

5.2 Suggestion

In order to prevent problems when the combination of talking sticks and darts game strategy is implemented, it is strongly suggested that there are several suggestions for the teacher, the school and next researcher as follows.

a. For the Teacher

Firstly, the English teacher should give the explanation and instruction clearly related to this strategy. In every single stage in classroom activity, the teacher can check the students' understanding about the implementation of the combination of talking stick and darts game. It can be done to hinder students' confuse in implementing it. Secondly, because of limited time in teaching learning process especially in practicing speaking ability, the teacher should prepare the media as good as possible. Thirdly, the teacher has to prepare interesting material. It can create a fun atmosphere to avoid students' boredom. This strategy is effective to be implemented to the seventh graders students as it has been conducted in.

b. For the School/ Headmaster

The school/ headmaster should provide the facilities that support teaching technique using the combination of talking stick and darts game such as laptop or mini compo, sound system, etc. If the teacher only uses laptop or mini compo to play song, she or he will have difficulty because the sound doesn't hear clearly so the teacher needs a sound system to make a loud.

c. For the Next Researcher

The combination of talking stick and darts game was an effective media to teach speaking ability. Based on the limitation of the study, the study was limited on the junior students, especially seventh graders and in the speaking ability on descriptive text, especially "describing people". Therefore, it is recommended for

the further researcher to apply this strategy not only in the descriptive text “describing people” but also the other language features.

It is also recommended for the next researcher to apply talking stick and darts game to improve the other skills in English; listening, writing and reading. And also from materials of darts board, here the researcher find two students that can not shoot the target so the researcher suggest to next researcher may be can find other materials for darts board which can make the stick adhere on darts board easily.

Finally, for the next researcher who wants to conduct the similar project as this one, it is better to apply this strategy at other levels of students to strengthen that this media effective to improve English language skill.