

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTION

5.1 Conclusions

Based on the data analysis, some conclusions are derived from meaningful of discussion of this study in the following:

1. Talking Chips technique and Game Based Activity technique give the different effect on students' achievement in speaking skill. Students' achievement in speaking skill that taught by using Talking Chips is higher than students taught by using Game Based Activity.
2. The students' achievement in speaking skill with low anxiety is higher than that of students with high anxiety.
3. There is significant interaction between teaching technique and anxiety on students' achievement in speaking skill. Students have low anxiety showed significant effect on their achievement in speaking skill if they were taught by using Talking Chips technique. While students high anxiety showed significant effect on their achievement in speaking skill if they were taught by using Game Based Activity.
4. Based on the conclusion of this research, it can be shown that after implementing the reseach, there are improvements of students' speaking proficiency, the students' behavior during the teaching learning process and the class atmosphere. The students' with low anxiety more enthusiast in learning speaking by using Talking Chips. They have more discussion with their friends and they are encouraged to learn from each other. While

the competition in Game Based Activity can stimulate and encourages the students' (especially the students with high anxiety) to participate in the activity since naturally they want to beat with other.

5.2 Implication

The findings of this study give implication to English teachers and students who want to improve their achievement in speaking skill. This study has tested speaking skill teaching techniques; they are Talking Chips and Game Based Activity. They were applied on students have high students and low anxiety in order to know which teaching technique are suitable for them in improving their achievement in speaking skill.

The first result of this study showed that students' achievement in speaking skill taught by using Talking Chips is higher than students' achievement in speaking skill taught by using Game Based Activity. Because Talking Chips not only trains the students to speak up but also creates fun and active condition in the classroom. Each student has the same chance to express their ideas and concern with equal participant of the students. By using it, students are encouraged to learn from each other. Talking chips can be used in all subjects and for all grades of students. Where in speaking activity, each member of group has a chance to give their contribution in listening view and thinking of the other members.

The second result of this study showed that the students' achievement in speaking skill that low anxiety is higher than students' achievement in speaking skill of high anxiety. It gives implication to the English teacher that they should

be aware of students' anxiety. The identification of students' anxiety can determine the teachers in deciding what efforts they will do to make the students pay more attention when they are teaching speaking skill. So, understanding that students have different anxiety is the key to success in teaching since teachers can choose which teaching technique is suitable to apply for students.

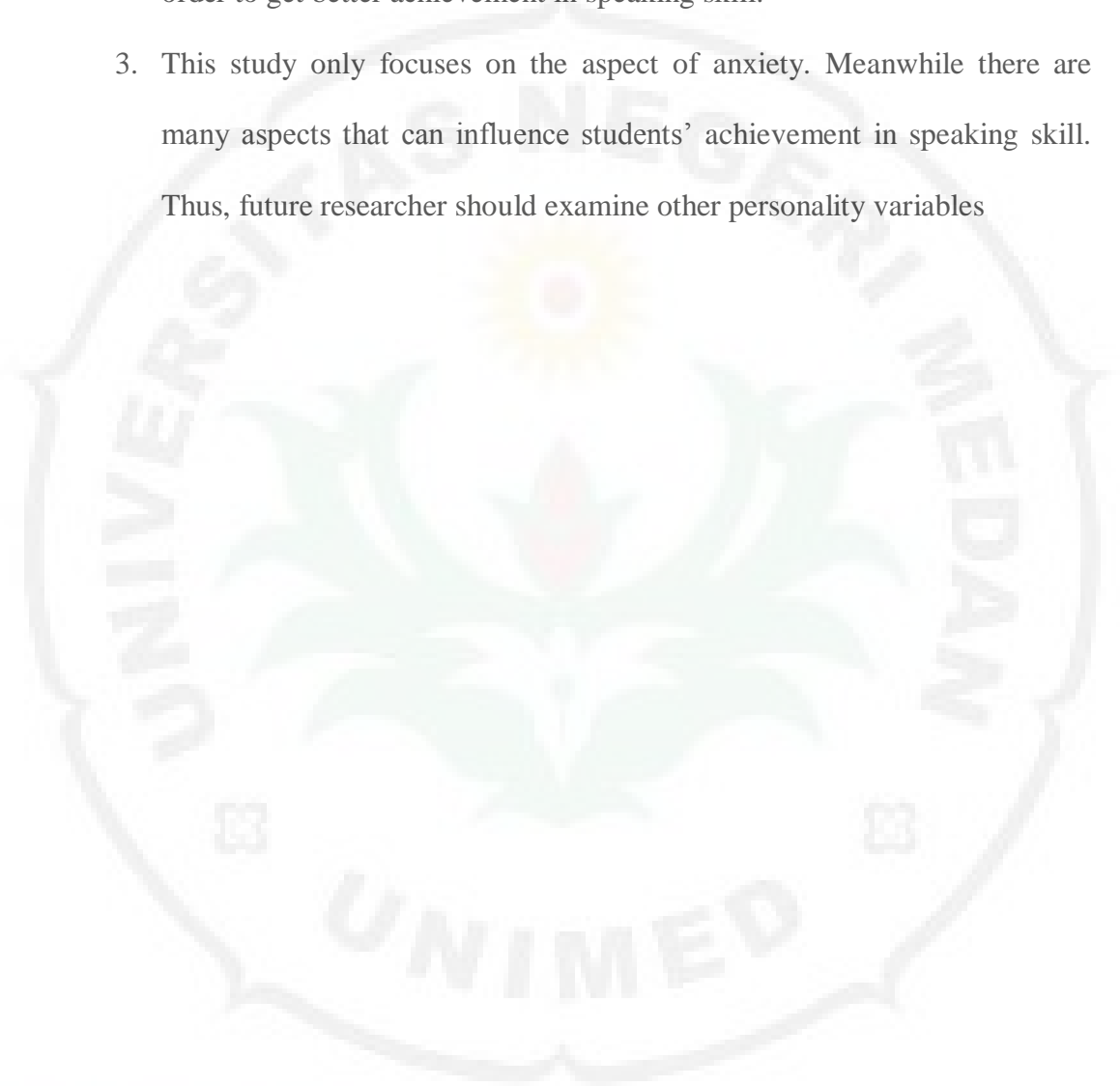
The third result of this study showed that there is significant interaction between teaching techniques and students' anxiety on students' achievement in speaking skill. It implies that any teaching techniques applied by teachers should be related to the levels of students' anxiety. By knowing the students' anxiety, the teachers can help their students to overcome their problem in teaching learning process. English teacher is suggested by using Talking Chips for low anxiety in order to improve their achievement in speaking skill since low anxiety have their own desire that serves to activate or organize their anxiety of something by some steps that included in Talking Chips. For high anxiety students, English teacher is suggested using Game Based Activity. Moreover, certain games can make students feel comfort in learning, reducing students' frustration and stimulating students' interaction among other.

5.3 Suggestions

In connection with the conclusions, some suggested stated as follows:

1. English teachers are recommended using Talking Chips and Game Based Activity in speaking skill since both techniques can improve students' achievement in speaking skill.

2. English teachers should anxiety students to participate in study English in order to get better achievement in speaking skill.
3. This study only focuses on the aspect of anxiety. Meanwhile there are many aspects that can influence students' achievement in speaking skill. Thus, future researcher should examine other personality variables



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