

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The main finding of this study was how teachers utilized interactive games as a strategic and integrated tool in the speaking skills learning process in the classroom. Teachers systematically integrated games into every stage of the lesson, from a motivational opening, through material presentation using visual and digital media, through group and individual practice using game-based applications, to group reflection sessions that stimulated the strengthening of speaking skills. Teachers adjusted the type of game, instructions, and classroom management strategies to suit the needs, readiness levels, and abilities of the students. Teachers also actively provided modeling, scaffolding, and instant feedback during student practice and managed classroom dynamics so that all students had the opportunity to speak and gain direct experience using English communicatively. This method created an active, adaptive, collaborative, and enjoyable learning experience, while also effectively developing vocabulary, pronunciation, fluency, and students' confidence in speaking in class.

Meanwhile, student responses to speaking skills learning through interactive games were very positive and varied. Observations and interviews indicated that students appeared more enthusiastic, active, and confident in the learning process. They not only became more confident in answering questions, participating in icebreakers and group discussions, but also demonstrated increased interest, enjoyment, and a more natural speaking ability. Students felt the classroom

atmosphere was more inclusive, supportive, and enjoyable; they were less afraid to make mistakes and supported and corrected each other constructively. Games played a significant role in reducing language anxiety, increasing intrinsic motivation, and stimulating creativity and spontaneity in speaking English. Many previously passive or shy students became more active, engaging in exercises and even spreading enthusiasm and courage to their peers. These findings confirmed that interactive games were an effective strategy for creating a psychologically safe, dynamic, and conducive learning environment for the development of elementary school students' speaking skills.

5.2. Suggestions

1. For Teachers

Elementary school teachers are advised to routinely integrate various types of interactive games into each stage of speaking skills learning. Teachers need to select games relevant to the developmental level and needs of their students, such as digital app-based games, role-playing games, and image-based games. Furthermore, teachers must actively provide guidance, motivation, and instant feedback to help students overcome fear and build confidence. Implementing inclusive classroom management strategies and evaluating student progress through portfolios or speaking recordings is highly recommended to measure overall speaking skill development.

2. For Next Researchers

The next researchers are recommended to develop research that examines the effectiveness of interactive game models tailored to the local context and students' thematic needs to ensure more contextual and applicable results. Researchers can also comprehensively explore the impact of interactive games on other language skills, such as listening, reading, and writing. Another recommendation is to conduct collaborative research between schools or across regions to examine the sustainability of impacts and barriers to broader implementation. Research is also encouraged to include explanatory studies on student preferences and experiences with different types of games to provide insights into optimizing game-based learning strategies.

3. For Government

The government can encourage the development of curricula that incorporate interactive, technology-based learning methods, such as the use of educational games, to improve English speaking skills, especially at the elementary school level.

Textbooks can be equipped with QR codes or links that direct students to interactive game platforms related to the material being studied. This way, students can directly practice English vocabulary and sentences through engaging and relevant games.