

BAB V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research data, the researchers concluded that the hot seat game strategy could enhance the speaking skills of the students in class XI.A at SMAN 1 Taebenu. This was evidenced by the findings in the pre-test and post-test, which exhibited a significant improvement as presented by the author in Chapter IV. From these results, it can be inferred that the hot seat game strategy was effective in improving the students' speaking abilities throughout the learning process.

However, due to the absence of a control class as a comparative group in this study, the improvements observed among the students cannot be solely attributed to the researcher's employed method. Consequently, the findings of this research are considered inconclusive and subject to various limitations, rendering it far from comprehensive.

5.2 Suggestion

Based on conclusions above, the researcher gives the following suggestion:

1. English language educators are strongly encouraged to integrate the “hot seat game” strategy into their instructional practices as a mean to bolster students’ speaking proficiencies. By employing this technique, students are prompted to participate actively, allowing them to articulate their thoughts and ideas more confidently and fluently. The interactive nature of the game fosters a dynamic learning environment, facilitating the

development of students' verbal communication skills and fostering a deeper understanding of the English language. Consequently, the implementation of the "hot seat game" strategy represents a valuable asset in empowering students to effectively express their ideas and opinions while promoting their overall language acquisition process.

2. Students are expected to experience an increase in enthusiasm throughout the English language learning process by employing the "hot seat game" strategy. This strategy offers enjoyable and engaging activities, creating a pleasant learning environment for the students. With active involvement in this game, students are anticipated to be more motivated to participate in speaking exercises, thereby enhancing their oral proficiency. This heightened enthusiasm can also help alleviate nervousness or fear associated with speaking in English, enabling students to feel more confident in using the language. As a result, the "hot seat game" strategy not only improves students' speaking skills but also fosters a positive and enjoyable learning environment, supporting their overall English language development.
3. For other researchers, the findings of this study can serve as valuable additional information and knowledge for those interested in conducting research related to the hot seat game strategy in enhancing students' speaking abilities. The results of this study can function as a critical reference material that provides insights into the effectiveness and impact of using the hot seat game strategy in language learning. Researchers can utilize these findings to deepen their understanding of how the hot seat

game strategy influences students' speaking abilities, the level of engagement it generates, and its overall impact on language proficiency. This knowledge can aid in further research development, allowing for comparative analyses with other language teaching approaches or exploration of the implementation of this strategy in various educational contexts. Future researchers may also address limitations of this study, such as incorporating a control group, to achieve more robust results.