

CHAPTER IV CONCLUSION

This chapter brings the whole research to a close-by, describing the findings of the research, as well as providing answers to the research questions that were posed at the beginning of the research (Chapter 1). In addition, the conclusion results in the provision of suggestions and recommendations for related aspects.

4.1 Conclusion

Questions raised in this research were two questions. The first is asking about the characteristics of the board game as a medium for teaching English speaking with introduction material for 10th-grade senior high school. The second is developing the board game as a medium for teaching English speaking.

Regarding the first research question, it was found that characteristics of board game for teaching English-speaking introduction for 10th-grade Senior High School, includes several main components.

The first is about the characteristics of the board game on the aspect of developing, the characteristics are developing the board game is the process of producing, creating the design, growing new idea to make something new and advanced, and applied on the product, system, stage, etc for bringing to a later and more elaborate over a period of time by long or repeated effort.

The second is about the characteristics of the board game based on the aspect of the game, the characteristics of the board game is a set or series of interesting and meaningful activities involving one or more players, it has goals, constraints, payoffs, and consequences, carried out by cooperating or competing players, contains a framework of rules, with pre-defined conditions for success and choices, it makes participants (termed players) make a decision to manage resources through game tokens pursuit of clear and compelling goals, it describes a meeting or party, or moment of joy, amusement, sharing and communion.

The third is the characteristics of the board game based on the aspect of board game are board game played on a board or a table, played with a known set number of people, $n = 1, 2, 3, \text{etc.}$, it has a physical object paired with a game system that governs player interactions, it has the playing materials such as the board/playing surface, dice, pieces, cards, tokens, the game rules, and the game context, by placing or moving pieces on a board, it has fixed rules that limit the number of pieces, positions, and moves, it provides hands-on and heads-on skill and knowledge development for all ages and subjects, it provides a non-threatening, playful, yet competitive environment in which to focus on content and reinforce and apply to learn, it can create an engaging atmosphere and played face-to-face, played by following a set of rules.

Fourth, the characteristics of the board game based on the aspect of teaching are Board game consist of a set of events that has an interactive process, contains interpersonal activities that have the intention to bring about learning, it is involving classroom talk or verbal communication occurs during definable activities, it takes place between teacher and pupil, it is imparting of necessary incidental information of the related material, it can give incidental help in teaching, it is encouraging to acquire or attain knowledge and skill in English, and it can change how students can or will behave and to achieve some end-state.

Fifth, the characteristics of the board game based on the aspect of speaking are board game has an interactive process in speaking, involving the ability to carry on a conversation in the language, contain a highly complex and dynamic skill meaning, it consists in producing, receiving, processing information using several simultaneous processes, involving speaker's knowledge and skills. It can make the players express their meaning or ideas activated rapidly in real-time related to something that the speakers see, hear, feel, or think orally.

Sixth, the characteristics of the board game based on the aspect of Senior High School are the board game designed for unit schools including grades 10 to 12

and played by young students between the ages of 14 or 15 and 17 or 18 (categorized as adolescence learners).

About the second research question, the process of developing the board game as the product of this research comprises some elements. The elements are the board game design (theme, the colors, the board game tiles or shapes, the selection of font and illustrations or pictures), and the board game contents (topics, challenges, rules, and handout).

In conclusion, the answer to the first research question serves as the foundation for creating the product. Then, a second research question was developed based on the data framed by the previous chapter's literature that was reviewed (analyzed).

4.2 Suggestions and recommendations

After reviewing the results and conclusions that can be drawn from this research, the following are recommendations and suggestions expected to be beneficial for various parties.

4.2.1 Suggestions

Due to the short amount of time that was available for this research, the research and development sequences were not entirely finished. Experimenting with or putting the product through its paces is necessary for further study. Besides, Limited literature did not support the development of comprehensive research instruments. Further research can be addressed to a more comprehensive literature review for better instrument developments. In addition, this media is a media that is devoted to offline learning, for game developers can develop this product into a digital-based game that can be used in hybrid learning.

4.2.2 Recommendations

1. For the teacher, for English language teachers, this research can help teachers use engaging media for teaching English speaking with introduction material for 10th-grade to prevent the students from being bored in learning English.

2. For the students, students can use board game media as an English language lesson for introduction material.
3. Future researchers, especially language researchers, can adapt the techniques/media used in this research as an alternative to teaching students and use the data taken in this research as a source to consider the following teaching-learning activities.

