

CHAPTER V

CLOSURE

A. Conclusion

This research aimed to find out the two research questions posed in this study. The following explanation provided an overview of the findings and discussion for each research question in this study.

1. *What are the emotional experiences of student's in learning speaking using the snake and ladder game?*

Students' emotional experiences in learning to speak using the Snake and Ladder game varied at each stage of the game, with significant emotional development. From the planning stage, dominated by negative emotions, students began to feel more balanced emotions at the implementation stage, and finally, emotions were dominated by positive feelings at the observation stage. This showed that Snake and Ladder game-based learning not only served to improve students' speaking abilities, but also helped them manage and transform their emotions during the learning process. However, at the reflection stage, no students' emotional experiences were recorded as this stage was not implemented in class by the teacher.

2. *What are the aspects of the snake and ladders game that contribute to students speaking skill development?*

The Snake and Ladders game played an important role in supporting

the development of students' speaking skills through three main aspects: game rule, social interaction, and engagement in the learning process. These three aspects worked together to create a supportive environment, boost students' confidence, and encourage active communication in English, all of which contributed to the development of their speaking skills.

B. Suggestions

1. Teacher

Teachers should have provided time for students to reflect after the lesson. Students could have been invited to assess whether they had achieved their learning objectives, and the teacher would have provided positive and constructive feedback. These steps would have helped students improve their speaking skills and boost their confidence.

2. Other Researcher

The researcher suggested that future studies should have incorporated a variety of data collection methods, such as direct observation or field notes documenting what occurred during the game. In addition to interviews, these methods could have focused more on how students interacted with one another while playing Snakes and Ladders. This approach would have allowed researchers to gain a more comprehensive understanding of the students' emotions during the game. It would have helped researchers better understand what influenced the students' feelings and how their social interactions unfolded while playing, ultimately providing deeper insights into their learning process.