

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestion of the study for the related parties and future research in the related topic.

#### 5.1 Conclusion

This study has answered the research questions in the chapter I. From the interview and class observation, the writer finds that media such as games like Hangman and Little Shop of Treasures are important in improving students' learning output especially in mastering English vocabulary to young learners. We can see the improvement from some evidences such as students' mastery in remembering English vocabulary easily and fast after some treatments by using games, and from learning atmosphere that pleasure and fun (see the photos in appendices). The teaching-learning model (by using games) changes some opinions that learning English is difficult because by using games, the students feel enjoy and have high self confidence to practice and join all activities in the class (individually, in pairs or as teamwork). For example, the students at the 4<sup>th</sup> grade in SD PN Setiabudhi are very enthusiastic in learning English although English is little bit difficult for them. They are very talkative and critics in asking and answering session, and they are very happy when finally they find that English is easy to learn by using games.

Besides, the selection of appropriate games should be in line with the students' cognitive needs and their attention spans. In addition, the appropriate

game aids such as Hangman and Little Shop of Treasures games can facilitate sensory input needed by the students and attract their attention in illustrating the context of the lesson.

Moreover, by using games, the students have a chance to express their ability and develop their social skills such as speak without stress and anxiety because afraid of mistakes, ask some questions about the lesson without shy, shout when they want to answer or give a response to the questions, jump from one place to another, laugh in the class, and another contribution like work in team or pairs. Except that, teaching learning model by using games will help teacher to manage the class efficiently, especially for managing big class. The teacher can divide the class into several playing groups, and then he/she just watch the students out when they are playing and give solution for the problems that appear in playing time. Thereby, games help teacher to manage the time effectively because he/she does not need to explain all materials in front of the class, but he/she just catches the essence of the lesson and packs them into games.

## **5.2 Suggestion**

Since media becomes the important tools in teaching English, schools should provide teachers with adequate media in order to help them in delivering learning materials especially English. Besides, the teacher also can give reward or honor to appreciate their students if his/her students are able to understand every aspect from English skills (speaking, reading, writing and listening) especially

when the students can improve their ability in mastering English vocabularies that are related with the topic. For people who are interested in this study, the writer suggests that games can be good alternative media for teaching English especially in improving students' learning output in mastering English vocabulary to young learners because it can create pleasure and fun atmosphere, decrease stress or anxiety for the students, and develop personal and interpersonal students' skills such as work individually, in team or in pairs, hence, teaching learning goals can be achieved easily. The last but not least, people who are interested in this study also have to learn about the characteristics of their students first, and after that, find the appropriate media for teaching-learning process especially to teach English vocabulary.

