

CHAPTER V

CONCLUSION, SUGGESTIONS AND LIMITATIONS OF THE STUDY

In this chapter, several findings of the research are explained together in conclusion. The suggestions of the research are also presented briefly which is intended to the teachers, further researchers, and readers. Moreover, limitations of the study present the further information about the research.

1.1 Conclusion

The research was focused on the online vocabulary games as the potential enhancement on students' vocabulary acquisition. The research was intended to investigate how online vocabulary games may help students to learn and retain vocabulary. Furthermore, the research was also aimed at finding out the students' perceptions toward the online vocabulary games.

The result of the research supported the effectiveness of online vocabulary games to develop the students' vocabulary acquisition. The online vocabulary games were applied during the vocabulary lesson in 4A classroom in which the students achieved better understanding towards the vocabulary mastery at the end of the session. The result provided that more than 50% responses were positive regarding the students' perceptions towards online vocabulary games and the way it helped students to learn and retain vocabulary. The online vocabulary games can be used as an instructional strategy in which the students can improve their vocabulary mastery in English during the classroom session. This teaching media had stimulated the students to be more interested in learning English, especially the vocabularies. Most of the students expressed that they had fun during the learning session using online vocabulary games. They did not get bored since the games provided some interesting elements to be enjoyed, for example pictorial illustration, animation and music.

Most of the students agreed that employing the online vocabulary games during the classroom session helps them to be relaxed while learning the vocabulary. These learning processes created an interesting learning atmosphere for the students so they learned vocabulary happily. Furthermore, the elements which helped them learning vocabulary in online vocabulary games such as pictorial illustration, interaction, competition, animation including music and sounds, immediate feedback, context and problem solving are believed to provide the connection in helping the students learning the vocabularies well. In addition, they believed that the online vocabulary games are more interesting to do than learning vocabulary through worksheet given to them.

1.2 Suggestions

The suggestions are directed to English teachers and for the importance of future researchers. There are thousands of online vocabulary games from the internet and teachers can choose their own online vocabulary games selection based on the students' needs. The most important parts are the features of the online vocabulary games itself. The technical features of a vocabulary web site, Wood (2001) suggested the following: animations; sound components; hints or clues related to word meaning; multimodal presentation of information; online definitions, glossaries or thesauruses.

The elements mentioned above were considered helpful in learn and retain vocabulary through online vocabulary games. Moreover, the research conducted by Yip and Kwan (2006) revealed that, the high quality of online learning games obsessed several things, Interaction with other players; Comparison of scores, e.g. recording of top 10 scores; Audio-visual effects, the use of animation, sounds and music; Roles that can be selected and taken up; A clearly defined scenario; Continuous motivation, a balance between challenge and satisfaction.

Instead of providing worksheet papers for the learning processes, the teachers can ask the students to play the online vocabulary games for several meeting and give them some kind of evaluation to check their understanding

towards the vocabularies that have been experienced during the games. Applying the online vocabulary games for the learning session is suggested for the teachers who want to encourage the students to be able to enjoy the learning processes happily. This interesting learning atmosphere is believed to create relaxing situation for the students in order to learn effectively. The role of the teacher during the learning process through online vocabulary games should be clear. A role as controller and advisor during the processes are important to maintain the students to be on track.

Some of the research limitations lead naturally into suggestions for further research. The first suggestion, the online vocabulary games could not be run smoothly without good internet connection and good computer performance. It is essential since the young learners get easily uncontrollable if their games don't run well. They don't do well at showing patient for waiting something.

The second suggestion, the further researcher should try to conduct this technique in other levels and numbers of students and in various contexts in order to discover its effectiveness in developing the students' vocabulary acquisition. In addition, since the research had been conducted for eight meetings and one meeting to play "hangman" as the evaluation, there is an expectation for further researches to cover longer period of time and other type of evaluation in order to get more effect from this technique and uncover richer details.

1.3 Limitations of the study

Although the research has reached its aims, there were some unavoidable limitations. First, because of the time framed, this research was conducted only on a small size of population who were facilitated with enough tools to do the research. Therefore, to generalize the results for larger groups, the study should have involved more participants at different levels of students. Second, the students were in International school which English was the essential thing in conducting the lesson. So, these ten students were good enough to follow any instructions written in English during the games. Finally, the slow internet

connection might discourage participants' interests and eagerness in joining the online vocabulary games activity.

However, this research is considered important for the teaching and learning English, especially vocabulary. First, the online vocabulary games may provide different learning atmosphere towards English which also collaborated with the online games for learning session. Second, the teacher may conduct the online vocabulary games during or for some periods of English lesson to raise the students' motivation and avoid boredom. The last, supported by the teachers, the online vocabulary games may also share the context to train the students' communication skill, competitive sense, and even their creativity.