

CHAPTER V

CONCLUSION

To conclude this thesis, the writer would like to present the summary along with some suggestions that may be useful for English teachers when they want to put this suggested technique into practice.

5.1 Summary

From the discussion in the previous chapters, it is clear that reading is very important to be mastered by student of English as Foreign Language (EFL) because it helps them to think in the new language, to build a better vocabulary and to improve their written English.

Unfortunately, most teacher find difficulty to increase their students' motivation in reading. The teacher usually faced the difficulty in explaining the vocabulary and the content of the reading passage.

Because of this, the writer would like to suggest that reading games to be used as a suitable technique for students to understand the content of the reading passage easily, and as a result, the students will unconsciously know the meaning of the vocabulary. Besides, reading games are fun and they also improve interpersonal communication.

From the above discussion, we know that games give many advantages to the students, they help to improve teacher - student relationship in such a way that the students may feel close with the teacher without losing their respect to the teacher. Although reading games are good, the teacher has to pay attention to how to use those games.

He should give clear explanations so that the games will not confuse the students avoid that games will confuse the students.

5.2. Suggestions

Finally, the writer would like to give some suggestions for English teachers and also for the other researchers.

Here, the writer would like to give some suggestions for English teacher on how and when to use the games. It is suggested that the teacher should pay attention on how and when to use the reading games, so that they will not make the students bored. It is also important for the teacher to monitor the class carefully. The teacher may choose the games that interests the students and the try to make their students being interested in the game.

Finally, teachers must remember that the most important one is how to make the students improve their reading skill without facing any difficulty in comprehending the reading passage and not getting bored about it.

Since this thesis is not a field study, the writer hopes that a kind of experimental study will be done to prove the efficiency of games as a technique in teaching reading comprehension. Six graduate candidates of the English Department who are interested in this topic are invited to conduct a field study on this.

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