Chapter V

CONCLUSION AND SUGGESTION

On this chapter, the writer will present two sections. The first section is about the conclusion which contains a summary of some points that have been discussed in the previous chapters. The second section is about suggestions for English teaching and further research.

5.1   Conclusion

According to Carter and McCarthy (1998), vocabulary is the main part in teaching-learning of language. The importance of vocabulary also stated by Wilkins in Thornbury (2002) who says that without vocabulary nothing can be conveyed. These two statements really showed that vocabulary is the main component in teaching language. Yet, vocabulary is usually taught inplicitly and becomes an additional helper for the students in reading a text, listening an audio, or writing a naration. Therefore, the teachers simply give the students a list of words and ask them to memorize the words. Teaching vocabulary using this technique does not facilitate them to be enthusiastic and not really help them memorize the words. They will not understand how important the vocabulary to help them learn other components and skills. The students will not able to understand spoken and written language well if they do not have enough vocabulary items. If the students lack vocabulary, they will get some problems in learning language, especially in communication. Martin (1977) states that vocabulary is really important in communication because people use words

in communicating so they come into contact with words. Communication will be hard to do if the students do not know what they want to say and what word they have to use. It goes back to the teachers again. It is their responsibility and they hold an important role for teaching the students. It is important for the teachers to renew or use another technique in the way they teach vocabulary so that the students enjoy learning vocabulary and the words will be remembered by the students.

In this study, the writer tried to help the teachers vary their techniques in teaching vocabulary. The aim of this study is to find out the effect of lexical games on students' vocabulary achievement. The study was conducted in one of junior high school in Surabaya. The writer chose seventh grade students as her sample because on this level the students are demanded to master the vocabulary well. The study was a quantitative research with pre-experimental design using pre-test and post-test. Since it is pre-experimental study, the writer only uses one class to be treated and one class to try out a test. The test should be tried out first to know whether the test was valid and reliable.

Before conducting treatments, the writer gave the students a pre-test which was the test that had been valid and reliable on the first meeting. Then, the writer continued to give the students six treatments using lexical games in teaching vocabulary. The topics that the writer chose were focused on the place around the town. On the last meeting, the writer gave the students a post-test to know whether lexical games can help the students in learning vocabulary or not. After having done with the treatments, the writer started to analyze the data using t-test. The result of

calculating the data showed that the mean of post-test was higher than the mean of pre-test. The analysis of score using t-test also showed that there was a significant difference of students' vocabulary achievement before and after they were taught using lexical games. It is implied that lexical games can be one of techniques that helps the students in learning vocabulary.

5.2   Suggestions

From the result of this study, the writer would like to give some suggestions that hopefully will be helpful and useful for English teachers and further studies.

5.2.1   Suggestions for English Teachers

The writer has found out that lexical games do not only help the students 'get out' from boredom but they also help the students improve their vocabulary achievement. From this result, the writer would like to give some suggestions to the English teachers for helping them in the way of teaching English especially in teaching vocabulary.

First of all, the writer would like to suggest about the techniques that are used in teaching vocabulary. Some teachers still use traditional techniques such as word-list. Actually, there are many ways of teaching vocabulary. Lexical games could be one of other techniques in teaching English or the teachers also can try to combine lexical games with other techniques to make the lesson be variable and fun. This could help the students learn and understand vocabulary well.

Second, the writer would like to suggest about using lexical games in teaching vocabulary. For the teachers who want to use lexical games in teaching vocabulary, they should know well the benefits and the rules of the games. The teachers should know whether the games are appropriate enough to be used in their classroom. They also have to pay attention in the rules of the games. They have to give clear explanation about the games and make sure that the students really know how to play them.

5.2.2 Suggestions for Further Studies

There are some suggestions that the writer could give for those who are interested in conducting a similar study:

The first thing that should be considered is about the variety of lexical games. There is a wide range of other kinds of lexical games aside from *Back to the Board, Call My Bluff, Instant Crossword,* and/or *Word Jumbles* which have been used within this experiment. Therefore, the writer highly recommends other researchers to try using other various lexical games in order to enhance the students' vocabulary skills by getting them excited in learning vocabulary.

Considering about words that the writer chose to be used as vocabulary items would be another suggestion. On this study, the writer only focuses on using lexical games to teach the students about *noun* which is used to name things, places, and people. Therefore, she would like to suggest to the next researchers to choose or vary

the vocabulary items such as *verb* or *adjectives*. She believes that it would help the students vary their knowledge about vocabulary.

Another thing that should be put into consideration is about teaching other components or skills of language using lexical games. One example that the writer proposes is using this technique to teach grammar. As grammar is known for its complexity, it would be great help for the teachers to try applying lexical games to help students learn grammar in a fun way.

Thinking about the population and sample would be next suggestion that the writer would like to give. The writer found that lexical games were easy to play for its simple and understandable rules. Thus, she suggests that it would be possible for future researchers to conduct their study to elementary or senior high school students.

Beside the previous suggestions, the writer also recommends about comparing lexical games with other techniques. The purpose of the comparison is for the teachers to be able to discover other various ways of teaching. Teachers would also be able to know the appropriate techniques that can be used to teach their students.

Last but not least, the writer hopes that this study could be useful and give a worthy contribution not only for the writer but also for the English teachers and the students. The writer realizes that this study is still far from being perfect. Therefore, the writer expects that the other researchers will conduct a better study and will give more valuable contributions.

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