CHAPTER V

CONCLUSION AND SUGGESTION

5.1   CONCLUSION

This thesis' focal point is examining the teacher's experiences in using games to teach vocabulary to young learners by answering the research question of "What are the teachers' experiences in using games to teach vocabulary to young learners?" The core concerns in this thesis are; the advantages, the disadvantages, the challenges, and the impact of implementing games to teach vocabulary to young learners. To achieve the goals, this thesis interviews used as an instrument to gain the stories as data.

First, the advantages of using games to teach vocabulary are varied according to the participants. All participants do agree that by learning through fun games, the students show positive reactions. They are happy, highly motivated, enthusiastic and active. As they enjoy the class, the students can keep their focus longer. They also learn better and more efficiently, therefore the lesson can be grasped directly and the lesson target can be achieved. Moreover games can also improve the students' fine and gross motor skills, enhance their creativity and critical thinking, and elevate their communication skills. In addition, games may build a good relationship between students and the teacher. Furthermore, the lessons delivered through games are more memorable for the students.

Second, there are some disadvantages found in teaching with games. The students may get too carried away when playing games. The class can be uncontrollably noisy and wild, it can go overboard and the students can be overly excited. Therefore, it is pretty hard to use games with the class which contains too many students. On the other hand, though most students enjoy and are happy by learning through games in their class, some other students can be anxious and feel uncomfortable when playing the game. Another thing is, games not only raise the students' interest in learning, but also creates laziness and reluctance to learn the other lessons. The hardest part is for the teachers in preparing the lessons. They need more energy and time to design the games, prepare all the materials or properties needed, explain then demonstrate the games in front of the class and they have to be able to keep the class in order. Furthermore, the teachers may feel worn out in finding ideas and designing the interesting games for the class.

The third concern is about the challenges and solutions in using games. One of the participants finds no challenges at all, but the others experience different challenges. Explaining games to the young learners is the most difficult challenge. As the students are still young, they find it hard to receive the instructions and explanations. To overcome this challenge, the teachers have to make the instruction as simple as impossible when designing the games, they also have to repeat the instruction over and over again while demonstrating how the games should be played. This may lead to another challenge which is time management. Good planning and early preparation should be done to solve this challenge. Another challenge is that the games sometimes do not work well as planned. Games can be

pretty troublesome, moreover when the properties and space are not enough. To defeat the challenges, the teachers should be able to modify the games into even simpler and easier ones right away. If that is still not possible to be done, it is better to switch to another game that has been done previously. Additionally, as the students come from different backgrounds, they may know or not know the game prior. Hence the teachers always try to find and present the games which are more familiar and easy to play to cut down on time.

The last is the impacts of using games in teaching vocabulary. There are some positive impacts that happen in the class by using this teaching method. All of the teachers believe that because of the high participation and motivation, the young learners become more active and involved in the learning process. As a result, the students can learn, recognize, understand and memorize the vocabulary faster and the memories also stay longer. All the teachers concur that the students' vocabulary improves well and all of the lesson targets are mostly achieved.

5. 2.   SUGGESTIONS

5.2.1. Suggestion for English Department of Widya Mandala Catholic University Surabaya

The first suggestion goes to the English Department to add more classes about designing games for teaching. As found in the experiences of the participants, games are effective tools to deliver the lesson, particularly for young learners. The participants often adapt games they find from the internet, sometimes they feel that the game is hard to understand so that they have to modify it themselves.

5.2.2 Suggestions for English Department Students of Widya Mandala Catholic University Surabaya

There are lots of teaching methods learned from the college, teaching by using games is one of them. The students of Widya Mandala Catholic University should consider using games more often as it brings lots of benefits. Although it has some weaknesses, the impacts of using games can still bring massive impacts for the young learners.

5.2.3 Suggestions for Future Researchers

This research is conducted in order to examine the teacher's experiences in using games to teach vocabulary to young learners. From this research, it can be found a variety of advantages, disadvantages, challenges and solutions, and also impacts from the interview of the participants. Hopefully, there will be more future researchers attracted to conducting even deeper and further research so the method can be widely known and applied

5.2.4 Suggestions for English Teacher/ Participants

Though games have been proven to be the effective way to teach vocabulary, things which should be well noted is that the focus of the class should stay on the lesson itself. Teachers have to be able to ensure whether they have reached the lesson goals or not. Creating a fun and full of enthusiasm class is important but reaching the lessons' goal is more essential.

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