

## CHAPTER V

### CONCLUSSIONS AND SUGGESTION

In this chapter, the researcher would like to present conclusions and give suggestions of this research. The conclusion is drawn from an analysis of findings and discussions. In addition, the researcher also wants to give some suggestions for teacher, for students, and for whoever wants to use this research for further researches

#### A. Conclusions

Based on the findings of the research that has been conducted on 3 English teachers at SMP N 1 Pahae Jae about the perception of teachers in using games in teaching vocabulary and the process in using games to teach vocabulary. From the research findings. As a result, it can be concluded that:

1. Teachers have both positive and negative perceptions towards the use of games in teaching vocabulary. The positive perceptions are: Games add relaxation and fun, games engage and motivate students, and games stimulate interactivity. While the negative perceptions are limited resources to make the games and time constrains. The researcher found that teachers had more positive perceptions than negative perceptions, so it can be concluded that games are a good teaching medium for teaching vocabulary to junior high school students.
2. The processes of using games to teach vocabulary are organizing students into groups, explain the game and give instructions and monitor students.

In the process of grouping students, students can discuss to work on the games given but not all teachers group their students, some allow students to work individually.

## **B. Suggestion**

Related to the study conclusion above, the researcher also offers recommendations based on the relevant findings and conclusions that will be beneficial to everyone involved in English teaching. The following are some suggestions:

### **1. For English Teacher**

It is recommended that this game be used as one of the alternative strategies in teaching vocabulary because teachers can accurately know the students' vocabulary results by using this strategy. The game stimulates students' brains in constructing sentences from vocabulary. Teachers should give extra guidance to students in playing the game so that students feel happy and comfortable in participating in the learning process.

### **2. For Students**

Students must pay attention to the teacher's explanations for the material presented by the teacher to be understood and students should practice their English in their daily life, especially in improving vocabulary. So, they will easily transform the ideas into learning.

### **3. For Future Researches**

For other researchers who will conduct similar research, this study is expected to help and provide more information about teachers' perceptions

of using games in vocabulary teaching and can be used as a model for applying one of the effective games and a new modification in vocabulary teaching.

