CHAPTER V

CONCLUSION AND SUGGESTION
5.1 Conclusion

Following the advantages or some considerations of using language games in teaching vocabulary and some kinds of suggested language games to teach vocabulary to third year junior high school students in the previous chapters. Conclusion and suggestions of this study are presented in this chapter.

Vocabulary is one of the language components which plays an important role in learning a language. It is really important because without mastering enough vocabulary one will not be able to express his ideas easily or he cannot communicate with others easily.

It frequently happens that vocabulary is taught mostly through reading texts. This can cause students get bored easily. If the students get bored, their motivation—which can be considered to be one of the most important elements in learning—will decrease. Consequently, they will not pay attention to the teaching learning activity and even worse the teaching-learning will be a failure.

To overcome this situation, it is the teacher's role to find an interesting way or to give variation on the teaching of vocabulary, that is by using language
games. We all know that people, no matter how old they are, all of them like to play games. They are used as a means of improving and building students' vocabulary in teaching learning activities.

In the previous chapter, from the point of view of vocabulary teaching and learning, language games hopefully will help build and enrich students' vocabulary. Language games can facilitate students in learning as they arise students' motivation and participation which are important for language acquisition, language games build enjoyable situation which is good for teaching and learning activities, and language games strengthen the lessons the students get.

There are many language games available for the needs of vocabulary teaching and learning and they are really useful.

5.2 Suggestion

At the end of this study, the writer would like to give her suggestions for English teachers in teaching vocabulary so that it is not boring and it can attract the students to join the games willingly.

First, the teacher should be careful in using language games. In this case, the teachers who want to use them should care about when to use and how to play
the students can participate and enjoy the language games while at the same time they are learning.

Finally, the writer realizes that this study is not a field of study, the writer hopes a further research will be done to implement the games in the classrooms and to prove the effectiveness of the language suggested.


Bott, Donald E. 1979. *Fun and Games: Large Conversation Class Involvement.* *Guidelines,* No. 1, June: 45.


Carrier, Michael and The Centre of British Teachers. 1980. *Take 5, Games and Activities for the Language Learners.* Great Britain: The Centre of British Teachers Ltd.


