

CHAPTER V

CONCLUSION

This chapter is aimed to provide the point of this study including conclusion, recommendation, pedagogical implication and limitation of the study.

5.1 Conclusion

The conclusion is drawn based on the result of analysis on data. The findings show that using games as warming up activities is a proper and effective method to teach English especially when teaching English for young learners. The researcher found that games as warming up activities can affect students' interest in learning English. Students' responds toward the games is out of the writer expectation. There are nine kinds of responds which students showed. The major responds are games are entertaining, and also can add students' vocabulary. The other responds are games can make the students to study harder and more concentrate to the lesson when games are brought to the class. Also, students are not feel bored when games are used for warming up activities because it makes students to not only sitting on the chair, but games can make more movement such as standing, coming to the front and go around the classroom too.

In addition, media which are used to play the games also have important role. When teacher use interesting media, the games also will be interested

either. From the findings above show that media which is liked by the students is flashcard with the word in it instead of a flashcard with only picture without the word. This is because using flashcard with word in it can make students easier to remember the vocabulary and as the result students can get new word from the flashcard.

As conclusion, games as warming up activities can be an effective teaching method especially when teaching English to young learners. As young learners can feel bored easily, an enjoyable and entertaining method is a good choice for teacher to use when teaching and games is one of method that teacher can use. There are a lot of kind of games that teacher can choose to be adjust with the lesson or with creativity, teacher can make their own games which can make the lesson more fun and entertaining but also have pedagogical value at the same time.

5.2 Recommendation

This research has more important rules that should be approving especially for teachers' method in teaching English to young learners. Based on the result of discussion above, suggestion or recommendation for this research as follow: Firstly, researcher suggests the English teacher to use a method that can help students to learn but in easy and fun way especially when teaching English to young learner. Secondly, young learner can feel bored easily, so the researcher suggests the English teacher can use games not only as warming up activity, but games can be used as ice breaker, time fillers and also when

teacher close the class when teaching in the classroom since games can make students to feel more concentrate to the lesson and can make them to feel pleasant more relax when teacher use entertaining technique when teaching.

5.3 Pedagogical Implication

Teaching method is not only teaching with discussion or lecturing, but teacher can use some teaching method which helps students to learn in easy way. Games can be one of method that can help teacher to teach English with more entertaining and enjoyable way (Huyen & Nga, 2003; Wulanjani, 2016; Hang, 2017). Game is not only for young learner, but it can reach all of age of students, from children until tertiary students (Akther, 2014). So, to help teachers to teach English using games can be a method which help English teacher to have an entertaining teaching way and can engage the students to learn. Games are used not only for fun, but more importantly games can be benefit for both teachers and students (Cam & Tran, 2017). However, in using games, teachers should keep students involve and be sure that the games truly focus on skill and make students become engaged and interested in learning English.

5.4 Limitation

Although the research has achieved its intended purposes, this research still has some weakness and mistakes. This study was conducted only in limited number samples. This was also done only among students of class VII A of MTS Negeri 1 Konawe Selatan. The researcher also met some problems when

research was conducted. When teaching by using games as warming up activities, there are students refused to come in front of the class as group's representative. Another problem is when game had done, there are students still want to play the games even though the games was finished.

Further longitudinal studies in wider scale are needed to generalize the results. Moreover, the number of research of the use of games in teaching English should be increased. This research is only focus on the use games as warming up activity for young learner, so it will be better if the next research can focus on the use of games as warming up activity not only for young learners but for all ages of students.

