CHAPTER V

CONCLUSION AND RECOMMENDATION

The last chapter of study is conclusion and recommendation. This chapter presents some conclusion as well as some recommendation the result of the study in the previous chapter.

5.1 Conclusion

Returning to the problem statement posed at the beginning of study, it is now possible to state that this product is developed based on the need analysis that have been done by the researcher previously. Yet, the researcher looks at the syllabus as the guideline in developing this product, because the students at fourth grade like audio-visual in learning English especially vocabulary. So that, the researcher made the product by combining colorful cartoon pictures, pronunciation, and word shooting game.

The researcher divided the material into three topics. There are vegetables, animals, and dresses. The researcher uses the students textbook and worksheet as her references in creating this product. Then, when the researcher conducts try out to the students at fourth grade, all students felt fun, happy, interested, easy to understand the material, and they want to learn English vocabulary any time. For the next study in developing English game, the researcher should consider with the students needs.

However, When this product is used as the supporting media to learn English vocabulary in classroom, there is a weakness that arise such as; suddenly
the students’ mobile rang in the middle of teaching and learning activity. It will
disturb the teaching and learning process so it will be better to deactivate sim card
of all the students.

Otherwise, not all the students have mobile technology, but it does not
mean that students who do not have mobile technology cannot enjoy this product
to learn English vocabulary. As the reseacher states in the previous chapter that
this product comes with APK format, it means the students also can run this
product on their computer or notebook with supported by the bluestack
application. The bluestack application can run as android mobile phone.

5.2 Recommendation

In introducing English vocabulary, most of the teacher preferred to write
some English vocabularies on the whiteboard and ask them to read aloud, then
copy it, or sometimes, the teacher shows some English vocabularies which already
exist in their textbook. There was a problem, most of young learners did not
response teacher question and they also preferred to keep silent. Meanwhile, today
most of their time were spent to play with their mobile technology rather than
learn English vocabulary.

Based on the result above, the reseacher provided recommendation to the
English teacher and students if this product is suitable for the young learners aged
9-10 years old or categorized as the students of fourth grade.

First, for the teacher, this product could be used as a supporting learning
media for the young learners when they learn English vocabulary without any
worksheet or textbook. Second, for the students, it would be interesting if they
used English vocabulary media because they still could play with mobile technology to learn English vocabulary, spell the word and pronounce the word. So that, it could increase their motivation to learn English, especially English vocabulary. In addition, the researcher gives suggestion for the next researchers to develop this product for all English skills (listening, speaking, reading, and writing). Researcher also suggests other researcher to use classroom action research to determine the effect of the product which is implemented.