

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions. The conclusions are based on the results of the study which were discussed in the previous chapter. It also presents some suggestion related to the implementation of Engklek to improve the students' vocabulary at MI Ma'arif Daruttaqwa. The suggestions are recommended to the English teachers to improve the learning strategy and the next researchers who want to conduct in different research design in order to get variation of the research or different levels of education, areas or skills.

5.1 Conclusions

Based on the research finding, it can be concluded that;

1. Engklek had been a strategy that can assist the students to remember vocabularies not only in meaning but also in the context word by pictures. Before using Engklek, the students got average scores 55, 58 in pre test and after using it, the students got average scores 86, 76 in post test, it reached 31, 18. It proved that Engklek as strategy can improve the students' vocabulary achievement because their score upper 75 (KKM). Besides, implementing Engklek in teaching English made class enjoyable, fun, and interactive, involved the students more active, interested with cute pebbles and made students experienced to learn English outclass. By using pictures as media to encourage their understanding in meaning and context. The pebbles and Engklek field as equipment game to implement

Engklek. All of students not only played but also they studied. It proved that students' participation reached upper 75% and it showed that Engklek improved their motivated during teaching learning process.

2. The researcher gave 24 vocabularies in picture form without letters. The students were not familiar with some of these vocabularies but the researcher introduced them by drilling and giving the questions in each meeting before they played. In the first meeting, the researcher chose 3 students as players and others as audience. The second meeting, the researcher made 3 groups and divided 3 parts players of group. They were given cards (red, blue and yellow) in each group. For the third meeting, the researcher made 3 groups and a captain in each group. A captain would control the members who has played or not and organize the game continuing with a list card member.
3. In each meeting had same steps of game that the researcher made 3 Engklek fields on the schoolyard. Each of them consisted of 8 squares. The researcher putted 24 vocabularies/pictures on each Engklek field. A player played by putting a pebble on a square while mentioned the vocabulary/picture. Then, they jumped on each square with one foot sequentially while mentioned the vocabularies, except the square that was putted by a pebble, it may not jumped on. A player took the pebble on square one while mentioned the vocabulary when he returned and would finished the game. Likewise, every player passed the eighth squares or pictures twice. A player who had played in Engklek one, he would move to other Engklek field. They played by turns. Meanwhile, as audience

would participate to correct the players' mistakes when he/she was playing and mentioning the vocabularies. Therefore, they have to listened the vocabularies as well as. Thus, implementation of Engklek as a strategy to improve their vocabulary achievement. It showed that Engklek was effective in teaching vocabulary for them.

4. The research finding showed that the researcher gave 24 vocabularies with same material about at the school (tools, places, people) in each meeting. Because the researcher chose mountain shape as Engklek pattern so the researcher made 3 engklek fields on the schoolyard. When a student was playing, they mentioned and listened the 24 times in all Engklek field [8 squares x 3 Engklek fields]. Meanwhile, in the class has number of 17 students so 17 students x 24 times was 408 times they mentioned the vocabularies.

5.2 Suggestions

5.2.1 Suggestions for English teachers

The English teacher should be creative to teach English lesson. Especially to teach the students at elementary school should make the class enjoyable. So, the students were not bored when they conducted teaching learning process. The teacher occasional conducts teaching learning process outclass. Because of outclass make students free and fun with school environment. One of good learning strategies was by using game and media that suitable with students. A game was a good strategy to teach English lesson especially for students at elementary school. The researcher expects that this research can be a strategy in teaching vocabulary which can motivate the students to learn English. Because

this strategy can make the class was more enjoyable, interested, fun and experienced to learn English using a game outclass. The students were happy to follow the activities because the researcher introduced the vocabularies using pictures and pebbles as equipment of game. Because of the aims of the research to improve students' vocabulary achievement, so the researcher maximally conducted fun activities for students at elementary school.

5.2.3 Suggestions for the next researchers

Engklek was very effective strategy to teach English especially teaching vocabulary for young learners or students at elementary school. It was adopted from traditional game in Indonesia. The research finding will be an information and matter as consideration in teaching learning process for next researcher to develop Engklek that rarely used in teaching English. Further, this research needs the different research design in order to get variation of the research or different levels of education and areas with various types of students. It will be better for the next researcher to apply Engklek to improve the other skills in English, such as; listening, speaking, reading and writing skills.