

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the study. The conclusions are based on the results of the study which were discussed in the previous chapter. It also presents some suggestions related to the implementation of Mind game to improve students' vocabulary at SD Negeri Golokan.

#### **5.1 Conclusion**

From the result of the first and second criterion, both data showed that criteria of success could be achieved. In short, it can be said that Mind game is one of the effective way to teach vocabulary. However, Referring to the usage of Mind game for teaching vocabulary, there are some effective ways of implementing Mind game. They are as follows:

- a. To avoid the students' shy and to build cooperation, it is better if the students played with a group. So, it can encourage students' competence in working together and build team spirit.
- b. In the first variation of Mind game, the students learnt vocabulary from associate word by word. Based on Wise theory, the student who cannot add to the list or make mistake in ordering the words must drop out of the game. It is better if the students are given a change for the students to quickly mention in tenth count. If the students can change the word, the students will get a point but if not the students will not get a point. So, the students still have opportunity on this game.

- c. In the second variation of Mind game, the students learnt vocabulary from writing animals vocabulary as many as they can. Based on the Wise's theory, after spreading the objects on the tray, the teacher covers it with similar cloth. Players now gather around the tray and the teacher removes the cloth for 1 to 3 minutes. This procedure can make some problem if there are many students. In this case, the researcher gave a list of picture to every group. So, it can avoid the students' crowded.

The teacher may use Mind game in class based on their own creativity. So, every teacher may have different creativity in using Mind game. Actually the steps of implementation of Mind game in this research based on the Wise's theory, but the researcher makes some improvements such as:

- a. Giving an additional rule. The researcher punished the lost group to sing an English song and gave smile card as point to every group whose could answer the question.
- b. Using different equipment. In the second variation of Mind game, the researcher just used a list picture of animal as the equipment of the game. It is contrast with Wise's theory which used small objects related to the topic, a tray and a cloth to cover the objects.

Students are motivated to learn English actively. Most of the students liked playing game very much. So, they liked the mind game which was used in teaching English vocabulary because mind game was very easy to play.

This strategy was also suitable with the age and characteristic of the

students. The teacher partner's observation also showed that there was improvement the percentage of the students' participation in the classroom in every meeting. The students' participation in the first meeting was 55%, in the second meeting was 75%, and the third meeting was 90%.

## **5.2 Suggestion**

The researcher provided some suggestion for the teacher and next researcher as follow:

### **a. For the Teacher**

The English teacher should be always creative and innovative with various method of learning. It is hoped to make the condition of class more attractive. So, the students do not fell bored. One of the good methods of learning is a using game. Game was a good way to teach English to the elementary school. This research is expected that this study can be as one of method in teaching vocabulary which can motivate students to learn English vocabulary because this strategy can be fun activity, the students will not feel bored in learning English. Moreover, the result of this research can be as inspiration to develop into another method. So, it can give contribution more for the teaching and learning process.

The teacher who wants to teach English using mind game has to give the rule first. By giving the rule, classroom condition can be arranged well, because without the rule it may trigger some troubles in the class. The teacher also can develop the rule of mind game. So, the learning process becomes vary and interest.

**b. For Next Researcher**

Mind game was very effective strategy to teach vocabulary to the students. Finally, the result of this research becomes one of matter of consideration for next researcher whose research had something in common in object, method, or other. Further research is needed in the different research design in order to get variation of the research or it can be in the same field of the study in different levels of education and areas with various types of students.