

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 on the previous chapter. It also presents some suggestions related to the use of estafet game strategy to improve students' vocabulary mastery in the fifth class of MINU Sukodono. The suggestions are recommended to the English teacher and the next researcher who want to conduct the research in vocabulary mastery.

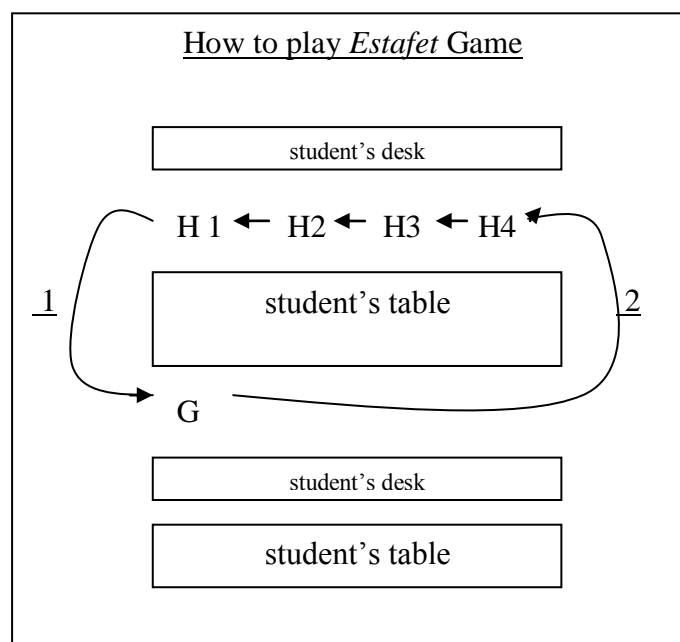
5.1 Conclusion

Based on the research findings and discussion on the previous chapter, finally the researcher concluded as follow:

Estafet game strategy was very effective to improve the students' vocabulary mastery at the fifth grade of MINU Sukodono, Gresik . This strategy was effective not only to improve their motivation in teaching learning process in the class room but also to improve the result of the students' scores. This strategy was effective to achieve the criteria above if the teacher practiced the following steps as procedures of teaching as follows:

- a. Greeting the students and checked the attendance list by asking the students to count from number one to twenty (depends on the sum of the students in the class), as the opening.

- b. Introducing the steps of estafet game briefly, by drawing a picture about the way how to play estafet game on the board.



G = Guesser

H = Hinter

The hinter 1(H1) mentions the first word from the vocab card in Bahasa Indonesia, then the guesser answer it in English. If the guesser answer correctly all members yell “Bingo”, but if the guesser cannot answer it, all members shout “false” then he/she can move to Hinter4 (H4) place, and H1 move to the guesser place. When All members answer the all words correctly, they must yell”Good Job” and get one point.

- c. Dividing the class into four groups which consists of five students in each group (depends on the student’s sum in a class), by naming them with a word related to the topic (e.g. Receptionist, Laundry, chef and bell boy). The student who has the same name become a group.
- d. Choosing one guesser and four hinters for each group.

- e. Preparing the vocabulary cards on the teachers' table. The vocabulary words were about noun and verb. The card was copied as many as the groups. Each card consisted of seven words.
- f. Drilling the words in one card each meeting.
- g. Asking one group to demonstrate the estafet game.
- h. Playing the estafet game together.
- i. Showing some pictures related to words in the vocab card by the teacher after playing the game. If the vocabulary words could not be drawn, so the teacher should act. The students should guess what the teacher showed or acted.
- j. Giving written exercises to know the use of the word in sentence.

5.2 Suggestion

Dealing with the research findings and conclusion above, the researcher provided some suggestions for the teacher and next researchers as follow.

a. For the Teacher

Estafet game was a good strategy to teach vocabulary to the students. Meanwhile, it is recommended for the teacher who wants to increase students' vocabulary mastery. Besides, this game did not need complicated preparation, but the teacher had to limit the time for playing estafet game and also the vocabulary words that the students learn. Furthermore, the teacher should tell the students to focus on memorizing and pronouncing the word correctly, not to get the points only. Before applying estafet game the teacher should model how to pronounce

those vocabulary words correctly, because elementary students often pronounce the English words similar with the written form.

b. For the Next Researcher

Estafet game was very effective strategy to teach vocabulary mastery to the elementary school students. Finally, further research is needed in the same field of study in different levels of education and areas with various types of students. The future research will enrich our understanding of using estafet game strategy in vocabulary mastery and how it can be applied in both teacher and students in teaching learning process. It would be better for the next researcher to apply estafet game to improve the others' skills in English; listening, speaking, reading and writing.