

CHAPTER V

CONCLUSION

This chapter set out to present the conclusion, limitations, recommendations and pedagogical implications of this research.

5.1 Conclusion

The purpose of this study was to identify and describe students' perceptions on using games in English classroom. Data collection was carried out through questionnaires and students' reflection was carried out after the learning process. Researchers asked students to answer questionnaire on Google form and answer reflections via WhatsApp.

As strategy in learning, games make learning easier to understand and games provide richer knowledge to students. While the advantages of the games among others; teaching and learning activities become better and more effective, helping students understand the subject matter. Then, students become more active, communicative and not ashamed to do something like wrong in answering because when playing they feel like they are competing.

By games, the teacher will find out the students' strengths and weaknesses in the learning process. After teachers know that know about that, the teacher finds can evaluate the plan or learning method, whether it provides a positive or negative increase in student learning outcomes. At the of the teaching and learning process using games, it can enhance the interaction between students and teacher.

The implication of using games in the English class provides many benefits for students. Including students interacting more often in the class, students more enthusiastic in completing assignments, students can exchange opinions with their friends, and students become motivated to learn.

However, using games in the class also have weakness, they are need additional tools and media, the classroom atmosphere is often not conducive, the learning time is short so the instructions are unclear and students cannot react for too long due to the Covid-19 Pandemic so they must still follow health protocols.

5.2 Limitations

In collecting the data of this research, the researcher experienced some obstacles in collecting the data. Firstly, researcher did not use interview and just used a questionnaire that had an answer agree and disagree. So, the researcher cannot gain more information related to students' perception on using games in the class.

Secondly, students confused to answer the question from the reflection so they did not give the correct answer based on the question. It could better if the researcher explained how to answer the reflection first also the researcher should add interview with the students to get more detailed information about the students' reflection in the implementation of games in the learning process.

Thirdly, the researcher should pay attention to choose the question that the students could understand if they wanted to give a questionnaire or reflection to

students. So, the students more understand and they can give a clear answer to the question. The teacher uses the WhatsApp application to get answer from students. So, the teacher has to wait for some students who do not send their reflections on time. This wills hider data collection. Last, the researcher did not explore the other aspect related to their implementation of games while there were still many aspects that could be explored which can enable students' perception of using games in the learning process.

5.3 Recommendations

After conducting the research, the researcher has some recommendations for English teachers in one of Junior High School in Lambuya and English teachers in general and other researchers. Based on the research findings, the students' perception of the use of games in learning English were positive. Therefore, English teachers in general, and especially English teachers in one of Junior High School in Lambuya should implement games as learning strategy to help students in learning English.

Thus, if the teachers want to implement games in learning, they class must prepare the media as best as possible in order to attract students' attention to follow the lesson. As a teacher who applied games as strategy, the researcher must provide opportunity for other students to participate in playing the games that are used in the class. Furthermore, the teacher must ensure that the games used are liked by the students. So that, all students are active in class activities and the learning process goes well.

The last suggestion is for other researchers. The researcher suggest future research since the research merely focuses on students' perception on using games in the learning process in Junior High School, especially for class VII. This thesis can be the basis or reference for future research. Other research can conduct more in-depth research on other aspects of the use of games in educational contexts. Not only that, it is hoped that future researcher will be able to understand because this research still has shortcomings.

5.4 Pedagogical Implications

The findings reveal that the used of games has a positive and negative impact on the teaching and learning process in English classroom. The results of this study can contribute to English teacher, students, and future researchers. Teacher in other subject can use this strategy in the teaching process. The other teacher can use this strategy in the teaching process. They can use this strategy to make students become enthusiastic and active in English class lessons.

Besides, this research is expected to assist students in learning language using games. They can more easily understand the material, exchange opinions, and be active in participating in learning. The strategy of using the games that is applied by the teacher in the class makes students more confident.

For future researchers, this research can be an inspiration for other researcher to develop strategies for using games in other learning. This research can also be used as a reference to support several sources needed for future

researcher. In addition, the researcher suggests to future researcher to conduct research with different design and approaches.

