## **CHAPTER 5**

# **CONCLUSION AND SUGGESTION**

This chapter consists of the conclusion from the researcher and suggestions for another researcher.

#### 5.1 Conclusion

Based on the research conducted on the junior high students of Filadelfia Christian School Surabaya, the researcher found that many of the students of can learn their second language from playing online games. In the questionnaire given, most of the students chose a positive response that playing online games can help them learn their second language. The students agreed 90% that playing online games can increase their second language skills and also increase their vocabulary mastery. But the 10% students do not agree that playing online games can increase their vocabulary mastery and their second language. These 10% students more agreed that to improve their second language and vocabulary mastery from the English textbook.

### **5.2 Suggestions**

Based on the result of this study, the writer would love to suggest followings

**A.** For Students: The study result is about playing online games that can improve students' vocabulary mastery. But the game must be selected by the students for improving vocabulary mastery. For example, when students play online games like Mobile Legends and DOTA 2. The most famous games ever for youngsters. The students are not playing

alone. They play with other people. Not only Indonesian people, but people from out of the country. When the students meet with foreign people, they must use English as the language to communicate. Here, the students improve their vocabulary mastery by communicating with foreign people using English.

- **B.** For Teachers: Teachers in this new era must be more flexible to the students. Because online games can improve a student's vocabulary mastery. By playing and meeting other people from other countries, the students will speak English to communicate, that's makes the students vocabulary mastery increase very significant.
- C. For Parents: Parents nowadays must care also for their children. Playing computer games and online games is not all bad for them. From doing that, they will increase their vocabulary mastery and also learn how to speak in English. So, when they meet people from Indonesia, they will dare to speak to the foreigner. Also, when you take your children to visit another country, they will be happy and they can easily understand the language. Because English is the common language in 2023.
- **D.** For Schools: School can choose types of online games that do not contain excessive violence, harsh words, and sexual violences. Schools must care about this because schools are a second place besides their homes. School must care for the game which are students choose for play to increase their vocabulary mastery and SLA.

## References

- Alchamdhani, M. I. (2019). Senior High School Students' Perception on Playing DOTA 2. English Language Education Department Language Education Faculty Universitas Muhammadiyah Yogyakarta.
- Alexander (2009). Importances of vocabulary. London: Routledge.
- Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *The Journal of Elementary Education Online Vol* 10 (1), 219-229.
- Burn, P. C. (1975). The language Arts in Childhood Education. *A Rational for Pedagogy. Cambridge: Cambridge University Press*, .
- Cohen, L. (2011). Research methods in education Routledge. *New York & London*. D, N. (1998). *Research Methods in Language Learning*.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. London: Oxford University. Harmer, J. (1998). How to teach English. . *England. Pearson Education limited*.
- Hatch, E. (1995). Vocabulary, Semantics, and Language Education. . *Cambridge: Cambridge University Press*.
- Hill, J. (1990). Using Literature in Language Teaching. Creative Education, Vol. 3 No. 4.
- Ke, F. (2009, January). A Qualitative Meta-Analysis of Computer Games as Learning Tools.
- Kuswari, J. (2009). Exploring the Effects of Using Game on Students. *Advances in Social Science, Education and Humanities Research, volume 434*, 184.
- Madsen, H. S. (1983). Technique in Testing. New York: Oxford University Press. USA.
- McCarthy, M. (1997). Vocabulary Learning Strategies. *Vocabulary: Description, Acquisition and Pedagogy*, 326.
- Michael, P. (2001). Study Of Vocabulary Mastery.
- Nunan, D. (1998). Research Methods in Language Learning (7th ed.). Cambridge.
- Ortega, L. (2009). Second Language Acquisition. Understanding Second Language Acquisition.
- Philip, M. &. (1998). Senior High School Students' Perception on Playing DotA 2 towards their English Learning.
- Porter, M. (2001). The Value Chain and Competitive Advantage. *Understanding Business*, 50-66.

- Richards, J. a. (1998). Approaches and Methods and Language Teaching. *Cambridge University Press*.
- Rogers, E. (1987). Communication Champign. 308.
- Schmitt, N. &. (1997). Vocabulary: Description Acquisition and Pedagogy. *Cambridge University Press*, 326.
- Shepherd. (1980). A Classification of Vocabulary . Types of Vocabulary, 1.
- Shi. (2017). The Effectiveness of "Big Describer" Online Game To Ehance Vocabulary Mastery.
- Silalahi, M. (2019). Improving Students' Interest in Learning English by Using Games. International Journal of Theory and Application in Elementary and Secondary School Education, 50-56.
- Stephen Krashen, S. (1981). Second Language Acquisition and Second Language Learning. *Oxford: Pergamon Press*.
- Swannel, J. (1994). The Oxford Modern English Dictionary.
- Thorne & reinhardt, 2. (2008). Mediation as Objectification in the Development of Professional Discourse: A Corpus-Informed Curricular Innovation. In J. P. Lantolf & M. Poehner (eds.), Sociocultural Theory and the Teaching of Second Languages. *Mediation as Objectification in the Development of Professional Discourse*, 256-284.
- Vygotsky. (2012). *Developmental and Educational Psychology*. Psychology Press Taylor & Francis Group .
- Williams, C. (2007). Research Methods. Journal of Business & Economic Research, 5, 65-72.
- Wu, W.-C. Y. (2011). Using online EFL interaction to increase confidence, motivation, and ability. *Educational Technology & Society*, 14, 118-129.
- Yip, F. a. (2006). Online Vocabulary Games as a Tool for Teaching and Learning English Vocabulary. *Educational Media International*, 233-249.
- Yolageldili, G., & Arikan, A. (2011). Effectiveness of Using Games in Teaching Grammar to Young Learners. *Online Submission, Elementary Education Online*, 219-229.