CHAPTER IV

CONCLUSION AND SUGGESTION

Recently, using games has become a popular technique exercised by many educators in the classrooms and recommended by methodologists. Many sources, including the ones quoted in this work, list the advantages of the use of games in foreign language classrooms.

Though the main objectives of the games (UniCard) were to acquaint students with new words, especially irregular verbs, they also helped develop the students' communicative competence.

Although, it cannot be said that games are always better and easier to cope with for everyone, an overwhelming majority of pupils find games relaxing and motivating. Games should be an integral part of a lesson, providing the possibility of intensive practise while at the same time immensely enjoyable for both students and teachers.

From the observations, I noticed that those groups of students who learned irregular verbs with games felt more motivated and interested in what they were doing. My research has produced some evidence which shows that games are useful and more successful than other method. Having such evidence at hand, I wish to suggested the wide use of games as a successful way of acquiring language competence.

It can be seen that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Therefore, I suggested that teachers try some games that may be useful to their students in order to enhance students' proficiency and help them meet their goals, and at least to try new things in teaching because the evidence shows that language games used in the classroom are very effective and supportive activities in contributing to students' language proficiency.