CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this study. The conclusion is about the summary of the study result and the suggestion is about the recommendation from the researcher to the next researcher.

5.1 Conclusion

The results of this study were (1) The most frequently use of VLS by gamers at Forum Harvest Moon Indonesia (ID Harvest) was cognitive strategy, (2) The least frequently used of VLS by gamers at Forum Harvest Moon Indonesia (ID Harvest) was social discovery strategy.

Based on the result, researcher concludes that gamers at Forum Harvest Moon Indonesia (ID Harvest) learn English vocabulary by seeing the pattern of the words appearance. The more often they meet the words, the more they can infer the meaning of the words. They can infer the meaning because the repetition has made the gamers familiar with the words. In addition, Indonesian gamers play HM video game rarely ask people or other gamers about unfamiliar words, but they prefer to skip the unfamiliar words, they would ignore the words.

This study showed different results from the previous studies. First, Bytheway found that cognitive strategy which was represented by noticing frequency or the repetition of words was in the 3rd rank. Her participants used the strategies 35 times while playing MMORPG video game. Second, Riankamol
found that cognitive strategy was in the 5th rank. Third, Zarin and Khan found that cognitive strategy was in the 3rd rank.

The gamers mostly apply strategies which belonged to consolidation group (cognitive, memory and metacognitive strategy) than the strategies which belonged to discovery group (determination and social discovery strategy).

5.2 Suggestion

The researcher offered some suggestions for educators, learners, and further researchers. The suggestions were given based on the result of the study.

This study results can be a reference for educators in developing teaching and learning activity. First, the educators may use this study results as a reference to apply video game in their teaching and learning activity. The educators may use video game as Comuputer Assisted Language Learning (CALL) in a classroom setting or in a formal learning. For example, when the educators apply Harvest Moon (HM) video game or other video game with the similar gameplay, the educators may develop a learning activity that represents the cognitive strategy.

The educators may apply HM video game or the other video game as a media to teach English vocabulary. The educators may ask their students or learners to find out the meaning of vocabulary through the video game. The video game will display the words repeatedly based on the situation in the video game (see appendix 15 and 16). Then, the learners will guess the meaning of the vocabulary based on those repetitions.
The learning activity is appropriate for students or learner in the university level. It is based on the results of this study that most of the participants in this study were gamers at the age of more than 20 years old (71%). Moreover, most of the interviewees in this study were students in the university level.

Second, the educators may apply video game outside the classroom setting. Self Access Center (SAC) or language center may apply video games as a media to learn English. On the other hand, based on this research result that the least frequently used of VLS was social discovery strategy. It means that the interaction among gamers were limited when they are playing HM video game. Hence, when the learners learn through video game, there is no interaction among the learners especially asking the meaning of vocabulary. Therefore, SAC or language center can be a place for language learners become independent learners.

For English learners, the researcher suggests that English learners may learn vocabulary through HM video game or other video games that have similar gameplay with HM video game. Learning through video game especially HM can help the learners to be independent learners. Thus, the learners can enrich their vocabulary not only in the classroom, but also outside the classroom.

Last but not least, researcher suggests some suggestions to further researcher. First, the researcher suggests to conducts a study with the different types and genres of game, such as RPG, adventure, or puzzle. Second, the researcher suggests that the further researcher may conduct a research which applies different research design in order to get better results than the present
study. The research design can be an experimental study, a case study, or descriptive qualitative. Third, the researcher also suggests that the further researcher may use open ended questionnaire or interview as the instrument of the study in order to get more specific research results on the video game to enhance vocabulary.