

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. The vocabulary mastery of students taught without using a guessing game in third grades at SMP Negeri 4 Siabu is 54,8 and it was categorized as “Less” level.
2. The vocabulary mastery of students taught by using a guessing game in third grades at SMP Negeri 4 Siabu is 80,13 and it was categorized as “Good” level.
3. There is a significant effect the use of guessing game on students’ vocabulary mastery of the third grades at SMP Negeri 4 Siabu, it can be seen from the results of the t-test that has been carried out, namely the p-value is less than alpha ($0,00 < 0,05$), H_a is accepted. It means that there was a significant different between pre-test and post-test who are taught by applying “Guessing Game”.

5.2 Suggestions

Based on the research, teachers should be more imaginative in offering activities in the classroom that incorporate guessing games as a means of learning. It is recommended that teachers implement the type of guessing games demonstrated by the researcher in the classroom. Guessing game can be an excellent way to teach vocabulary. In addition, it is useful for future researchers to do research with larger samples of data, to learn different methods, to uncover other types of research findings, and so on. Furthermore, a quasi-experimental design is required to allow the researcher to get a valid conclusion and assess whether the study finding has improved or not.

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