

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter present two major part those are conclusion and suggestions. The conclusions are described based on the result in previous chapters while the suggestions will be used as consideration for the students, the teacher, and also other researcher who wants to use hangman game in teaching vocabulary.

#### A. Conclusions

Based on the research results that were described in Chapter IV, it can be concluded that there was a significant difference score in vocabulary of the students' taught by using Hangman Game and those taught by using conventional method at eighth grade of SMPN 1 Kalidawir in the academic year 2018/2019. Therefore, the Hangman Game was effective used for teaching vocabulary. The effectiveness of Hangman Game is shown in the following descriptions:

1. The students' score in vocabulary when they were taught without using Hangman Game as teaching media was not getting improvement significantly. It was proven from the poor achievement of the students; score between pre-test and post-test where the mean score of pre-test was 49.53 and the mean score of post-test was 51.25.
2. The students' score in vocabulary when they were taught by using Hangman Game as teaching media was getting improvement significantly. It was proven from the poor achievement of the students; score between

pre-test and post-test where the mean score of pre-test was 60.47 and the mean score of post-test was 74.38.

3. Based on the statistical analysis using T-test with SPSS 16.0 version at the significant level of 0.05, the result of T-test showed that significant value (sig2-tailed) was 0.000, and it was smaller than 0.05 ( $0.000 < 0.05$ ). So, the alternative hypothesis ( $H_a$ ) that states “There is significant difference score on vocabulary between students taught by using Hangman Game and those taught by using a conventional method at SMPN 1 Kalidawir” is accepted, while the null hypothesis ( $H_0$ ) that states “There is no significant difference score on vocabulary between students taught by using Hangman Game and those taught by using a conventional method at SMPN 1 Kalidawir” is rejected. Based on those explanations, it could be concluded that Hangman Game was effectively used in teaching vocabulary at eighth grade students of SMPN 1 Kalidawir.

## **B. Suggestions**

Based on the result of the research, it was indicated that there were significant differences of students’ vocabulary score when they were taught without using Hangman Game and those who were taught by using Hangman Game as teaching media. Therefore, the researcher has some suggestions that presented a follow:

1. The teacher

It was suggested that the English teacher, especially in Junior High School to apply Hangman Game in teaching English. In addition, the teacher

should teach and create learning process become more interesting and enjoyable. In order that, the teacher can reach the maximum teaching of English vocabulary achievement.

2. Another researcher

The study can be used as a reference to conduct a further research and improve their research in Hangman Game or vocabulary because this research is not yet perfect. Therefore, for the next researcher should be better in conducting the research and take the research in different language users, level, media or object of the research.

**C. Limitation of the Research**

This research is limited only on the students' vocabulary achievement. In addition, the researcher limited to the subject and object investigated. The subject of this study is eighth grade of SMPN 1 Kalidawir. The object of this study is to know the effectiveness of Hangman Game on students' vocabulary achievement.