

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the summary of this research that consists of two subtopics. The first subtopic is devoted to the conclusion of overall view of what has been discussed in the previous chapters, and the second section presents some suggestions either to the reading instruction and further researchers that hopefully be useful and give additional input in the teaching and learning English.

A. Conclusion

This research was conducted to answer the research problem; that was whether Jeopardy game based learning strategy is effective to enhance students' vocabulary mastery and grammar achievement. To answer the question, quasi-experimental research design was used. There were two groups in this study: experimental group and control group. Experimental group consists of 30 students while control group consists of 28 students. Before getting treatments, both groups got a test in order to know whether both groups had similarity in vocabulary and grammar.

Then, the treatment was implemented to the experimental group. The treatment was Jeopardy game based learning. After the treatment, both groups got posttest. It was to know whether the students who were taught using Jeopardy got higher score than those who were not. For this purpose, the mean scores of the posttest from both groups were compared. Comparing the mean was used to know if

the result is coincidental. Then, the result of the analysis was used to draw a conclusion whether Jeopardy game based learning strategy is effective to enhance students' vocabulary mastery and grammar achievement.

The objective of this research is to identify the effectiveness of Jeopardy game-based learning on students' vocabulary mastery and grammar achievement. Based on research findings and discussions above, the writer concludes several points as follows:

- a) Jeopardy is effective on improving the students' vocabulary mastery and grammar achievement in seventh grade of MTsN 3 Trenggalek.
- b) There are many benefits of conducting Jeopardy in teaching learning process such as increase the students' confidence, avoid the higher and the lower students, the students get the feedback directly, making the active and fun learning, awoke the students' motivation of finding their learning style and increase solid team work students.
- c) Based on the results of data analysis, it can be concluded that the result of the test shows that the students who were taught using Jeopardy game based learning got higher score than those who were not. The mean score of vocabulary mastery of the students who were in experimental class is 67.83, while in the control class is 61.00. The difference of the means is 6.83. From the mean, it can be seen that experimental group's score is higher than control group's score. This result is also supported by the result of statistical analysis using t-test. It shows that t-value is 4.537, with df is 56 and p value (two-tailed) is 0.000.

Then, the mean score of grammar achievement of students who were in experimental group is 68.03 and in control group is 61.00. The result of statistical analysis using MANOVA, it shows that df is 56 and p value (two-tailed) is 0.000. It indicates that H_a is accepted and H_o is rejected. So, it can be concluded that Jeopardy game based learning is effective to enhance students' vocabulary mastery and grammar achievement.

B. Suggestion

1. Suggestion for Reading Instruction

Based on the finding of this research, it suggested that Jeopardy can be utilized in assessing all of lessons. It is fun way to do to teach such math, science, language and many other lessons. The teacher can modify the question related to the material and can modify the score. It must not be between of 100 to 500. The teacher should adjust the condition of the students. It is very easy for the teacher to arrange the question by their selves. The question should be match with material of teaching learning.

As the application of this game, the teacher may use a board version or power point version. Both of these styles are appropriate. When the teacher applies power point version, they should understand computer well then, it will run smoothly. It is also suitable to apply a board version because it is the cheapest one. The teacher only should prepare a board; it could be black or white board, marker and eraser. Moreover, the most important one is the teacher should prepare questions. The best preparation, the best result is. However, both of these versions are recommended.

Jeopardy is just like other game. As a game, it is always related to the gift or prize. As researcher herself of this research, it is not suggested to always give prize in every game. Sometimes, prize is needed but it is not a must. A prize is only a motivation for the students to get the highest score with correct answer. A prize is must not be always snacks; it can be learning tool such as pens, books, erasers, ruler or many others.

This game is can be done a short period and long period. The teacher can apply it in the end of the chapter or every two chapters. It is also appropriate implied in the final exam. Moreover, due to Jeopardy is a game. It can be done in the classroom and outside classroom. Make sure, when the teacher apply this game outside the classroom, they have loud voice to read the questions. Actually, the answer of the question is may be I n the form of written and/or spoken. Be clear, the teacher should read the rule in the beginning of the game about the rules clearly.

2. Suggestion for Further Researchers

As this present research has some limitations, further research in the similar research is in fact still widely opened and conducted with more modifications in some variables in order to find clear and better finding. Therefore, the following suggestions are provided:

- a) This present research is limited on the time of posttest process because posttest is conducted a week before final exam of second semester. It is too short of time because the students should prepare for their exam. This condition could affect their control on focus of the research. Then, it is

suggested for further researcher to conduct the research in the beginning or middle of the semester.

- b) The main instrument of this research was vocabulary test in the form of multiple choice type and matching type and grammar test is in the form of multiple choice type and analyze the sentence test written by the researcher herself. Having analyzed the try-out and revised some items of test, the test reliability was slightly lower than the level of reliability index so that then, further research should improve the quality of the test in general and construct the different types such as completion, paraphrase and modified cloze for grammar test and for vocabulary it is such as synonym, true false, filling the gaps, picture, and definition etcetera.
- c) The design applied of this present research was quasi experimental design *non-randomized Control Group, Pretest-Posttest Design*. This is done because the researcher did not have authority to do random assignment and matching in order to get truly equal group of subjects. Therefore, future researchers could use different designs which are stronger than the design applied such as true experimental design, and it is suggested to conduct random assignment or to pair the subjects up so that truly balance of proficiency of the students between experimental group and control group can be fulfilled.
- d) Hopefully, this research can be developed to be R and D research design.