CHAPTER V

CONCLUSION AND SUGGESTION

The researcher discusses his findings and recommendations in this chapter. The conclusion is based on the findings from the preceding chapters while suggestion refers to be a consideration for English teachers, and future researchers who interest in doing more investigation dealing with Hangman game in teaching vocabulary.

A.   Conclusion

Based on the result that had been found in Chapter IV, it can be said that the media of Hangman game can be effectively used to improve students' understanding of vocabulary which is not only done in a formal institution like school but also can be employed in the area of English course. This statement can be proved from the increasing score of pretest and posttest happened in the experimental class. The descriptions can be seen as below:

1. The students' score when they were not being taught by using Hangman Game to increase their vocabulary mastery was still low or no improvement significantly even getting down. It was proven by knowing that there were still many students who got fair achievements. The pretest had a mean of 62.28 while the posttest had a mean of 62.16.

2. The students' scores improved when they were instructed to use the Hangman Game to boost their vocabulary proficiency. It can be seen from the categorization of their scores that all students got the good

achievement. The mean of the pretest was 63.20 and the mean of the posttest was 75.12.

3. Based on the statistical analysis that was done by using the Independent T-test with SPSS 16.0 version at a significant level of 0.050, the outcome showed that the significant value (sig2-tailed) was 0.000. If the significant result was less than 0.05, the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted, according to the hypothesis testing rule. Knowing this, it is possible to be concluded that "there is a substantial difference in vocabulary mastery scores between students who were taught using the Hangman Game and those who were taught using conventional teaching methods in ATI English course Tulungagung. Based on those descriptions above, it can be said that Hangman Game was effectively employed in teaching vocabulary in ATI English course Tulungagung.

4. Moreover, the detailed finding of this research was not only stuck in the effectiveness of Hangman Game, but in vocabulary mastery that was divided into three such as *knowing, understanding,* and *application* as the aspect of vocabulary mastery. By implementing this game, it increases more toward the understanding of students. Secondly, it helps students in knowing more about vocabulary particularly (Noun, Verb, and Adjective). At last, the students can make a sentence as the application aspect. The data can be seen from the posttest mean of each aspect among others are *understanding*

aspect was 28.64, *knowing aspect* was 23.04, and *application aspect* was 21.60.

B. Suggestions

The researcher recommends the following to English teachers and future researchers based on the aforementioned conclusion:

1. English Teacher

For English teachers especially those who teach in English Course, the Hangman game can be the option to maximize the teaching of vocabulary. Moreover, teaching vocabulary must be enjoyable to create a comfortable atmosphere in class. As a result, the student's achievement will be improved.

2. Future Researcher

For future research, this paper can be used as a reference for conducting the next investigation dealing with Hangman Game in other language features or skills. Therefore, the next researcher should be better at doing an investigation, particularly in other research methods.