

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is devoted to draw some conclusions and suggestions based on the research findings and discussion presented in the previous chapter.

A. Conclusions

The implementation of word square game in the first grade students of SMP Negeri 2 Sumbergempol Tulungagung is effective to improve student's vocabulary score. After they get the treatment, they more active students and they easily to memorize the vocabulary. We can see the effectiveness of word square game from the result in pretest and posttest.

The students' vocabulary mastery before being taught by using word square game is generally low. It can be seen from the score obtained by the students before being taught by using word square game that from 26 students there are 16 students get score under 70 and 10 students obtain score more than 70. The result of student's mastery after being taught by using word square game is better than before. It is shown the score obtained by the students after being taught by using word square game where 21 students pass the test and only 5 students do not pass.

So, that ways there is any significant difference in the score of the student's before and after being taught by using word square game. The results of table 4.3 and 4.6 support this finding. The results of table 4.3 shows that the mean

scores of posttest are higher than pretest, revealing that using word square game is able to promote the students' achievement higher than before being taught using word square game. The significant value < 0.05 , it means that the null hypothesis is rejected and the alternative hypothesis is accepted.

Therefore, from the result of the data analysis above, it can be concluded that there is any significant difference in the achievement of the students before and after being taught using word square game. Word square game is more effective and interesting than the conventional teaching in teaching English about vocabulary to the students, especially for junior high school.

B. Suggestions

Based on the result of the research, there are any significant differences before and after students get treatments using word square game. The researcher tries to give some suggestion.

The first, in this research, the student's just search the word by randomly in square form. The students just know the new vocabulary and meaning. It should the researcher give example in the sentence so the students know how to make good sentence with their new vocabulary.

The second, the researcher does not use English language in teaching and learning process because the students do not understand, if the researcher uses English full in the explanation. For other researcher, the researcher gives suggestion they should use English language to

communicate in the teaching and learning process. It helps students to speak English fluently and helps students to pronounce English. So, the student is more easily to memorize new vocabulary because they use English language to communicate along teaching and learning process.

The third, the researcher should condition the class. The student's is very noisy so the researcher must make teaching and learning interesting, fun and enjoyable. The students will not get bored and they feel easier to memorize their vocabulary. The researcher must speak more loudly voice in explanation. So the students do not speak with their friends and interest in the teaching and learning process.

The fourth, the researcher must be active and flexible in teaching and learning process. The teacher must give support in learning English because many students is afraid with English lesson, they think that English is difficult to learn. The researcher must make enjoyable class.

REFERENCES

- Allen, French Virginia 1983. *Technique in Teaching Vocabulary*. England: Oxford University Press
- Ary, D., Razavieh, A., Sorensen, C.,& Jacobs.,2010. *Introduction to Research in Education*. Canada:Nelson Education, Ltd
- Brewster, Jean, Ellis, Gail, Girard, Dennis. 2010. *The Primary English Teacher's Guide*. England: Pearson Education Limited
- Brown, Douglas. 2000. *Principles of Language Learning and Teaching*. San Francisco: Addition Wesley Longman, Inc
- Cahyono, Bambang and Kusumaningrum, Shirly. 2011. *Practical Techniques for English Language Teaching*. Malang: State University of Malang Press
- Cahyono, B. Y and Muknatinien, Nur. 2011. *Technique and Strategies to Enhance English Language Learning*. Malang: State University of Malang Press
- Dobbs, Jeannine. 2011. *Using the Board in the Language Classroom*. United States: Cambridge University Press
- Dr Ammal, Mrs Majeda. 2014. *The Effect of Using Word Games on Primary Stage students Achievement in English Language Vocabulary in Jordan*, Vol 4, No 9
- Gay, L.R. 1992. *Educational Research Competencies for Analysis and Application Fourth Edition*. New York: Macmillan, Inc

- Harmer, Jeremy. 1991. *English Language Teaching*. Longman
- Haynes, Judie. 2010. *Teaching English Language Learners across the Content Areas*. Printed in the United States of America
- Hedge, Tricia. 2003. *Teaching and Learning in the Language Classroom*. New York: Oxford University Press.
- Heinich, R., Molenda, M and Russell., J.D. 1990. *Instructional Media and the New Technologies of Instruction*. New York: Macmillan Publishing Company
- Herczog, Michelle and Porter. 2010. *Strategies for Struggling Readers: A teacher Resource Guide*. United States: Center for Civic Education
- Hill, Jane, 1953. *Classroom Instruction that works with English Language Learners*, United States.
- Hornby, A.S. 1974. *Oxford Advanced learner's dictionary of Current English*: Oxford University Press.
- Nafi'ah, Istatim, 2008. *The Effectiveness of Using Ponis Q Improving the Second Year Students Vocabulary Mastery at SDN 01 Duren Tugu Trenggalek*. Stain Tulungagung: Publish Thesis
- John W, Cresswell. 2012. *Educational Research London*
- Kim, Lee, Su. 1995. *Creative Games for the Language Class* Vol. 33 No 1, January- March 1995 Page 35. Retrieved from

(<http://dosfan.lib.uic.edu/usia/EUSIA/forum/vols/vol33/no1/P35.htm>) accessed at
May 19 2016 at 11.00 am

Khuat, Thi & Nguyen, Thi. *Learning Vocabulary Through Games: The Effectiveness of Learning Vocabulary Through Games*

Little, James. "What's A Nine Letter Word for a Type of Word Puzzle" in TESL Canada Journal/Revue TESL Du Canada Vol.4, No.1, November 1986.

Milton, James. 2009. *Measuring Second Language Vocabulary Acquisition*. UK: Short Run Press Ltd

Mujiman, Haris. 2007. *Manajemen Pelatihan Berbasis Belajar Mandiri*. Yogyakarta: Pustaka Pelajar

Nation, ISP. 2001. *Learning Vocabulary in Another Language*. USA: Cambridge University Press

Nunan, D. 1999. *Second Language Teaching and Learning*. Boston, Massachusetts: Heinle&Heinle

Oxford. 2008. *Learner's Pocket Dictionary*. English: Oxford University Press

Richards, Jack and Renandya, Willy. 2002. *Methodology in Language teaching an anthology of current practice*. New York: Cambridge University Press

Suharsimi, Arikunto. 2010. *Procedures Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

Thornbury, Scott, 2002, *How to Teach Vocabulary*. Longman

Vacca, Richard & Vacca, Anne. 1991. *Content area reading: Literacy and Learning across the curriculum*. Unites states: Wesley educational pub