CHAPTER V

CONCLUSION AND SUGGESTION

Based on the description of finding presented the previous chapter, a conclusion and suggestion are presented here. The conclusion is substantively tied up with the research finding as the answer of research question and also summarizes of all discussion of the research finding. Meanwhile, the suggestion is a reflection of the presentation of the research finding, the discussion and the conclusion.

A. Conclusion

TGT (Team Game Tournament) is one of cooperative learning techniques. By using TGT, students are assigned into groups that consist of four or five heterogeneous members in each group. It gives students opportunities to work in group with other students having various competence in vocabulary mastery and help each other in teaching and learning process in order to master the subject material. Moreover, each member of groups has responsibilities in tournament as the representative of their groups.

The study reveals that the students difficulties in vocabulary mastery can be effectively improved by using TGT technique. It can be shows from the result of pre-test ad post-test as follow :

1. The students get difficulties to enrich vocabulary or to memorize new words. It can be seen that the students' vocabulary mastery before taught

by using Team Game Tournament is very good because the mean of the total score of 28 students is 80.35, the percentage of excellent score 10.72 %, very good score 53.57 and good score 35.71%. After, the researcher apply TGT technique to the students with the students' condition which mentioned above it can be seen that the students' vocabulary mastery after taught by using Team Game Tournament is excellent because the mean of the total score of 28 students is 90.17, the percentage of excellent is 71.43% and very good score 28.57%. So, it can be concluded that TGT technique is effective to apply in the students' condition that is difficulty to enrich vocabulary or to memorize new words.

2. The statistical analysis of t-test with the significant level 0.05 and the d.f=28 shows the value of $t_{table} = 1.70$ while t_{count} is 13.962 and if they are compared, the differences of both value is 12.262. Because the t_{count} is bigger that t_{table}, , the alternative hypothesis (Ha) that states there is significant difference score of the students' vocabulary mastery by using team game tournament technique is accepted, while the null hypothesis (Ho) that states there is no significant difference score of the students' vocabulary mastery by using team game tournament technique is rejected. This means, there is significant difference score of the students' vocabulary mastery before and after being taught by using TGT technique. To classify the effectiveness of using TGT, the researcher applies the following classification of range :

a. If the *range value is* 8-16, this means strongly effective

b. If the *range value* 4-7, this means very effective

c. If the *range value* 1-3, this means effective

Based on the effectiveness classification above, it can be presented that the different range value between t_{count} and t_{table} is 12.262, it means that the TGT technique which used by researcher is strongly effective in improving vocabulary mastery to the First Grade student of SMA 1 Campurdarat. Therefore, it can be concluded that teaching vocabulary mastery by using TGT technique is strongly effective.

Therefore, the students' vocabulary mastery achievement is getting better that after being taught by using Team Game Tournament technique. In other words, teaching vocabulary mastery through Team Game Tournament technique has a significant effect in the students' vocabulary mastery achievement of the First grade students of SMAN 1 Campurdarat.

B. Suggestion

The finding of the research score shows that there is significant difference on the students' score before they are taught by using Team Game Tournament and after using Team Game Tournament technique. However, there is a weaknesses of this study that is no control group because the researcher used pre-experimental study with one group pre-test and post-test. So, the researcher cannot be sure that this research is called effective because TGT technique.

Still, this TGT technique can be paedagogically implemented in English mainly in vocabulary class by considering the suggested steps :

1. For teaching beginners, this model fosters a lot of time. So, the teacher has managed the time as well.

2. Need adequate facilities and infrastructure as a matter of preparation tournament. So, the reasercher should prepare what are needed to apply this technique. Teacher would better use any media such as power point for students. To make students interested toward the learning process.

3. Students used to learn with their prizes. So, the researcher should give motivation to the students such as score , aplouse, etc.

   Therefore, the researcher hopes the suggestions will give positive contribution to improve the process of English teaching and learning. To the future resercher, the teacher and the students in improving teaching and learning process.