

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 the research question and also summarizes of 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

GGA (Guessing Game Application) is one of cooperative learning techniques. By using GGA, students are assigned into groups that consist of three or four 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. By using this technique can make the students are more confidence to the discussion in giving their opinion about a problem, together to solve and to get good answer of the question. The study reveals that the students difficulties in vocabulary mastery can be effectively improved by using GGA. 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 studnets' vocabulary mastery before taught by using Guessing Game Application good it still lower than standart

score. The mean of the total score of 43 students is 71.27, the percentage of the students' vocabulary mastery before taught by using Guessing Game Application are excellent score is 04.66%, very good score is 25.58%, good score is 27.90, fair score is 37.20%, and poor score is 04.66%. After, the researcher applied GGA to the students with the students' condition that mentioned above is very good, it is higher than standart score. The mean of the total score of 43 students is 88.72. The percentage of the students' vocabulary mastery after taught by using Guessing Game Application are excellent score is 58.14%, very good score is 34.88%, good score is 06.98%. So, it can be concluded that GGA is an effective technique to apply in the students' condition that is difficulty to enrich vocabulary or to memorize new words.

2. Guessing Game Application is accepted, while the null hypothesis (H_0) that states there is no significant difference score of the students' vocabulary mastery by using Guessing Game Application is rejected. This means, there is significant difference score of the students' vocabulary before and after being taught by using GGA. The score of significance value is 0.000 lower than 0.05 it means that the GGA which used by researcher is effective to help students increasing vocabulary mastery to tenth grade students of SMK Islam 1 Durenan. Therefore, it can be concluded that teaching vocabulary mastery by using GGA is effective.

Therefore, the students' vocabulary mastery is getting better that after being taught by using Guessing Game Application. In other words, teaching vocabulary mastery through Guessing Game Application has a significant effect in the students' vocabulary mastery achievement of tenth grade students of SMK Islam 1 Durenan.

Thus, Guessing Game Application can be chosen as the alternative of teaching technique to improve the students' vocabulary achievement not only in the level of Senior High School, but also for Elementary or University, it is implemented by using GGA :

1. First teacher ask to students to open the application of their mobile phone, after that students make a group consist of 3-4 members. One of them in each group is selected categories of this game on mobile phone which contains words related to many different categories.
2. The member who select picture ask their chief to guess picture based on the correct answer and the member know the correct answer is from listening before.
3. The chief of the group try to guess the word of the mobile phone which has been choosen by their friends. And try to guess what the meaning of this word is.
4. After the right category has been discovered, members of group do rolling, that is the chief become members and the members become the chief and so on. And they choose other categories with different format.

And they continue to guess what the word is and what the meaning of this word is until the game is over.

5. The last the students have to list how many new vocabularies that memorize. And students who can memorize many vocabularies as the winner.

B. Suggestion

The finding of the research score shows that there is significant different on the students' score before and after taught by using Guessing Game Application. However, there is a weakness of this study that there is no control group because this research used pre-experimental design which focusing only on one group pre-test and post-test. As a result, there is no other group as the control which can be used as the sample for comparing the score of pre-test and post-test. If there is no control group, it can not say that the increasing of total score in pre-test and post-test is the effect of independent variable (GGA) that be used. If the future researchers use true-experimental or quasy-experimental there is other groups as control. So, it can be minimized there is effect of irrelevant variable. Thus, it can be believed that the result of the test is effect of independent variable that be used.

In addition, the researcher also suggests conducting the same research in the level of university and elementary school to know whether Guessing Game Application technique is really effective for all levels or not. And the researcher also suggest conducting the same research using mobile phone as the tool but in

other kinds of game to other skill or other component to know whether it is also effective or not since the researcher uses this technique for vocabulary. So, it will be find other variants technique that effective not only in the component of English but also for all skill English.

Making such this research is necessary for it can give more contribution for the education field.