

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Referring to the discussion of the research findings on the previous chapter, the researcher come to these following conclusions.

1. **Spelling Games can improve students' vocabulary achievement.** Spelling Games can create situation of the class alive. The students are involved in the teaching learning process since the material given has correlated to their daily activities. It makes them easier to understand the material. In other words, Spelling Games can create situation of 'learning by doing'. It is supported by the increase of their results from 7 students (30.4%) who score 70 or more at Cycle I to 20 students (86%) who score 70 or more at Cycle II. It means that the result of the second cycle has already reached the indicator that is 75% of the students get score 70 or more.
2. **Spelling Games can improve students' participation.** It is approved by the result of questionnaires that 90 – 100% students were active during teaching learning process. Spelling Games applies learning community that makes students more active. The students who know will tell the others who do not know or the students who do not know will ask the others who know.

3. Spelling Games can improve teachers' performance. Spelling Games helps teacher develop aspects that are needed in the process of teaching learning such as modelling, constructivism, and reflection. Modelling, for instance, is very important in teaching learning process since it helps students in understanding the lesson faster. By modelling. The students will know how to do something based on the example given. It is approved by result of researcher's and ratter observation. It can be said that Spelling Games in students vocabulary has fullfilled the target because the teacher achieves minimally 70% from the teacher's assessment observation sheet.

5.2 Suggestions

After did the research the researcher has some suggestions for the students, English teacher and the institutions as follow:

- a. The recommendation as follow for the teacher:
 1. The teacher should make conducive and make comfortable in the class.
 2. It is good for teacher to use technique to introduce spelling games to students.
 3. Teacher must be able to manage the class and the time in order to make students be more active and involved to the activity and make it runs well
 4. The teacher should provide a situation that makes the students have curiosity since most of the students were reluctant to ask question to the teacher when they did not know about something. Teacher would be better not giving all her knowledge to the students. She should let them to acquire knowledge themselves. The teacher should provoke them to ask

questions. By asking question, they will get new skill or knowledge from the answers.

5. The teacher is expected to be able to motivate the students in order to be excited in learning English since many students regard English subject is difficult to learn. Based on the informal interview with some students in the outside of the class, many students said that they did not like learning English because it was difficult to understand. Therefore, teacher should always motivate them in order to be more enthusiastic in learning English.
6. The teacher is expected to design class activity in group since teacher seldom organize group activities. She only focused more on the exercise in the students' work sheet than explanation to material itself whereas in fact, group work will give better result than learning alone (Depdiknas, 2002).
7. The teacher should monitor the students well while they do their work since there is a chance for those who lazy to cheat their friends' work. They were students who felt that they could not do the work given by teacher because in their opinions, learning English was difficult. Therefore, teacher should motivate them in order to be excited in learning English.
8. It is hoped that this research can contribute such a reference for research in applying Spelling Games to teach vocabulary or another subjects. It is because based on the result findings; Spelling Games can improve not only students' vocabulary but also teacher's performance and students' participation during teaching learning process. Moreover, teaching by using Spelling Games has more advantages than disadvantages.

b. For the students:

1. If the student find difficulties in understanding the games, they should ask the teacher for clearer explanation.
2. The students should be active in participating during the lesson.

c. For Institution:

1. Provide facilities that support the students activities in learning English.
2. Maximize the function of the library as a medium for learning.
3. Provide the teacher that qualified based on their background education.
4. Create the good relationship among the students, teacher, stafs, and the headmaster.