# CHAPTER V
# CONCLUSIONS AND SUGGESTIONS

## 5.1 Conclusions

Given the results of the data analysis and discussion, the following conclusions are drawn:

1. There is a significant difference of the students' vocabulary mastery in terms of concrete noun between the students who are taught through logico and those taught through crossword puzzle. It could be seen from the results of hypothesis test which showed that the value of two tail significance was smaller than alpha (sign<α, 0.000<0, 05). It was also supported by the data of the total increase of the students' score from both classes. In the experimental class the total increase gained up to 17, 33 while in the control class the total increase gained up to 8. It means that the use of Logico gives higher result of students' vocabulary achievement than crossword puzzle for teaching vocabulary.

2. Logico is more effective as teaching media for teaching vocabulary. This might be due to their eagerness to see colorful picture and attractive board. Logico is a fun media, the students can learn at the same time they play. They can learn from the learning cards and check the correct answers all by themselves, enjoying a sense of success. This can help children to

increase their passion for learning and strengthen their determination to tackle new challenges. The process learning through this media is effective, because the students can see the real object they learnt by seeing picture in logico, then they have to match picture with definition, and it will stick in students' mind. This research shows that by using logico, the teacher could give enthusiasm for students to learn vocabulary, because it consists of colorful pictures and attractive board. Meanwhile the students who were taught through crossword puzzle got fewer increase than who were taught through logico. It was because of some students found difficulties to guess the meaning from contextual clues and to match the letters in the grids of crossword puzzle, because the letters in the target word connect each other with the other target words in the grids. Then they became lazy in learning vocabulary through this process.

**5.2 Suggestions**

Based on the result of research and conclusion stated above, the researcher would like to give some suggestions for readers in general and especially for English teachers.

1. The teacher should be able to choose interesting media to attract students' interest in learning vocabulary. Logico and crossword puzzle can be used in learning vocabulary although logico produce better results for the students. Therefore the researcher recommends logico in making variation in learning vocabulary as interesting media, since it can encourage the students to be more active and creative in teaching learning process. Once

they have good attention, it is easy for them to learn English and to participate in learning. Besides, colorful pictures make students interested in learning the material.

2. English teacher should be careful in making the crossword, because there are some considerations such as the level of the students' vocabulary; the clues and the grids of crossword should be carefully analyzed to avoid misinterpretation.

3. The researcher should observe whether all students produce the appropriate responses, what the teacher teaches and comprehend the vocabulary meaning. The researcher can ask them to make sentences by using those words to avoid the students' misconception of the vocabulary meaning.