

## V. CONCLUSION AND SUGGESTIONS

Referring to the result and discussion of the research previously presented, the researcher concluded as follows.

### 5.1 Conclusion

1. Guessing game technique could be applied to increase the students' vocabulary mastery particularly in class 3 Bilal bin Rabbah. It was supported by the increase of their vocabulary test result from 12 students (54.54%) whose scores was 60 or higher in cycle I to 18 students (81.81%) whose scores was at least 60 in cycle II. It showed that the result of the research had fulfilled the indicator of the research for learning product in cycle II. It means that the implementation of guessing game technique successfully increased the students' vocabulary mastery in terms of meaning of nouns and verbs. In this research, the number of noun is 19 and verb is 11. Here are the details of the increase of vocabulary items.

The students' scored in nouns were 297 (71.29%) in cycle I, and increased to 325 (77.75%) in cycle II. Meanwhile for verbs, the students' scores also increased from 112 (45.16%) in cycle I become 152 (61.29%) in cycle II. So it can be concluded that guessing game

technique successful in increasing the students' vocabulary mastery.

1. Guessing game is able to increase students' ability in using nouns because they could guess the words of noun correctly since nouns is concrete things that can be seen and touched by students.
2. Guessing game is able to increase students' ability in using verbs because they could apply the verbs appropriately.
3. By implementing guessing game technique, the students became more active in joining the class since they were, through guessing game, motivated, challenged, and involved actively all class activities because they felt suitable with characteristic of the activities such as participating and actively in learning new subject. They also were able to work with others and learn from others. This fact was proved by the result of the research which showed that there were only 14 students (63.63%) who did at least 80% of the activities in cycle I. Whereas in cycle II, there were 18 students (81.81%) who did 80% or higher of the activities.

## **5.2 Suggestions**

Referring to the data in previous chapter and conclusions, the researcher recommends some suggestions, they are:

1. Considering the results of guessing game technique, it is suggested that English teacher should increase the achievement of nouns. This can be done through differentiating nouns from other parts of speech. Additionally, the reinforcement of having a board display that

demonstrates the concept of nouns may help students who are visual learners, and all students to remember and celebrate their achievement.

2. In teaching vocabulary through guessing game, the teacher should explain slowly and read slowly the clues of sentences in order to improve the students' understanding in vocabulary, because the subjects in this classroom action research were students in grade 3, whereas their vocabulary is limited. The teacher should also give the students a variation like, using song related to the material to avoid the students' boredom and confusion when teaching and learning process occurs because students' in elementary school like learning English by song and games.
3. To improve the students' activities in teaching and learning process, it is suggested for the teacher to be creative in monitoring the class in order to provide a conducive class situation. For example, the teacher can give positive responses to the students' answers, so that the students are motivated to practice their English for communication.