

5. CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions of the results of the data analysis and suggestions.

5.1. Conclusions

Based on the results of the data analysis and the discussion, the writer draws the following conclusions:

1. The crossword puzzle game can influence the students' interaction in learning process and make students are active to speak up in the class. It can be showed on the total number of interaction that the students show in the class when they are learning vocabulary using crossword puzzle is about 133 interactions (89.26 %) out of the total number of interactions, it was higher than the total teacher-students interaction. So the center of the class is the students, the teacher just as a facilitator.
2. The students' motivations to interact in learning vocabulary using crossword puzzle game have reached the highest level of motivation, that is "self-actualization" it means students have a good morale in class, students were more opened to speak up with their friend. The Students' interaction in the class dominated the whole interaction, so learning process can be students-centered learning where the teacher becomes a facilitator and corrector when students do some mistakes.

5.2. Suggestions

Considering the conclusions of the research above, the writer would like to propose some suggestions as follow:

1. The writer suggests the English teacher should apply crossword puzzle game in teaching learning vocabulary at the second grade of students in order to avoid students' boredom and makes different atmosphere. Meanwhile, the students are motivated and feel relaxed in learning process.
2. In applying the game the teachers act as monitors and facilitators to make students centered-learning in building good interactions in the class, so students will enjoy and be active in learning process. The students can also increase their abilities to communicate and interact with their friends in getting the right answer of the game in group work.