

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

Having conducting the research at the ninth grade of SMP Muhammadiyah 1 Sendang Agung Lampung Tengah and analyzing the data, the researcher draws the conclusions as follows:

1. There was a significant increase the students' vocabulary achievement at the ninth grade of SMP Muhammadiyah 1 Sendang Agung after being taught through guessing game. It can be proved from the increase of the students' mean score of the pretest and the posttest. The result of the posttest was higher than the result of the pretest. The mean of the pretest was 47.07 with the standard deviation was 12.04027. And the mean of the posttest was 61.81 with the standard deviation was 12.96617. The result of the hypothesis test shows that the hypothesis was accepted ( $p < 0.05$ ,  $p = 0.000$ ).
2. Seeing the teaching learning process IXA, it was noted that learning vocabulary through guessing game could motivate, challenge, and involve all students in the game. It can be seen from their enthusiasm and participations in doing the game. All students were active and involved in the learning process so that the class was more alive. It made the

vocabulary that they had learnt stay longer in their mind. It can be seen from increase of the students' score.

3. Teaching English vocabulary through guessing game with an interesting way, enjoyable, cooperative and competitive situation improved the students' interest in learning English and helped them understand the vocabularies of sport. It is good result because they got new English vocabularies.

## **5.2 Suggestions**

Considering the conclusions, some suggestions were proposed as follows:

1. Since there is increase on students' vocabulary achievement taught through guessing game, English teacher are suggested to apply this game as as variation of techniques in teaching vocabulary.
2. During the teaching learning process, the researcher was that there were some students busy with themselves. Therefore, it needs good classroom management for the teacher to make the teaching and learning process run well. The English teacher should arrange the students' chair position and give time limitation in doing the game. It can make them focus their attention to the representative of a group coming in front of the class.
3. The researcher found that there were some students did not know the meaning of some English words used as vocabulary target. Therefore, the English teacher should observe or review whether all the students in the class give appropriate response or comprehend the vocabulary meaning

which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning.