

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher intends to draw conclusions regarding the research results from the previous chapter and provide some suggestions to the readers, especially students and teachers, in relation to the results. Based on the research "The Effectiveness of Word Matching Game on Students' Vocabulary Mastery" conducted at SMPN 18 Kota Serang, the researcher draws the following conclusions and suggestions:

A. Conclusion

The researcher concluded this study to answer the formulation of the problem. The conclusion is based on data findings and hypothesis testing:

1. Before the researcher gave treatment to the experimental class (VIII.A) and the control class (VIII.B), the researcher found that the mean (average) pre-test score of the experimental class was 60,33, in contrast to the control class, the mean (average) pre-test value was 57,50. It can also be seen that the lowest pre-test score in the

experimental class was 35, as well as the control class. The highest pre-test score in the experimental class was 85, while the highest pre-test score in the control class was 80. After the researcher gave different treatments to both the experimental class (VIII.A) and the control class (VIII.B), it was found that the average post-test score of the experimental class was 70,67, while the average post-test score of the control class was 62,17. The lowest post-test score in the experimental group was 45, while the lowest post-test score in the control group was 40. The experimental class had the highest post-test score of 95, while the control class had the highest post-test score of 85. It can be concluded that after using the Word Matching Game, students' skill mastery scores experienced a positive increase

2. There is an effect of the use of Word Matching Game on students' vocabulary mastery in the eighth grade of SMPN 18 Kota Serang. It can be seen that the results of the t-test (2.411) are higher than significance. The percentage of the influence of the Word Matching Game method in teaching

knowledge mastery is also high. Based on the calculation of Cohen's d Effect Size, $d = 0.61$ is obtained so that it becomes 0.6 which means that the use of Word Matching Game in teaching vocabulary mastery has a moderate criterion (73%).

B. Suggestion

suggestions are addressed to teachers, students, or other researchers who conduct the same research.

1. For English Teachers

- a) Teachers can find out the right and more interesting methods in teaching vocabulary to students.
- b) Teachers can use games such as Word Matching Game in their teaching process.
- c) Word Matching Game can be applied not only in teaching English but also in teaching other languages.

2. For students

- a) Students must use their English vocabulary to communicate in everyday life so that they always remember the vocabulary.

- b) Students can learn vocabulary in a more interesting way with their classmates using Word Matching Game.
3. For other researchers
- a) To get more accurate data, researchers suggest conducting research in several schools.
 - b) This will help other researchers to find many interesting methods in learning vocabulary for students so that students can learn vocabulary easily and enjoyably.