**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the research about “the effectiveness of using scrabble game on students’ vocabulary” at the first grade of SMAN 19 Balaraja Kabupaten Tangerang, the writer found the conclusion as follow:

1. The implementation of scrabble game was helped the students in mastering English vocabulary. They can improve achievement in vocabulary. Moreover, the implementation of scrabble game also could effectively improve the students’ motivation and improve their interest in learning English. Students were fun and enjoy when learning.
2. The use of scrabble game technique could improve the vocabulary of the first grade students of SMAN 19 Balaraja Kabupaten Tangerang. The total mean score of students in the pre-test of experimental class was 76.2 after having treatment the students mean score improve to 86.4; the writer can see that the use of scrabble game technique is influence to vocabulary of the first grade students of SMAN 19 Balaraja Kabupaten Tangerang.
3. There was significant effect of scrabble game on students’ vocabulary; it was proven by T-test result. The result was tcount$\leq $ttable 1.68 < 2.59 > 2.42, in degree of significant 5% and 1%. It means that Ha (Alternative Hypothesis) of the writer is accepted and HO (Null Hypothesis) is rejected.
4. **Suggestion**

Based on the conclusion above, there were some suggestions as follow:

1. For the students
2. The result of this study can help the students learn vocabulary in a good and enjoyable way.
3. Using scrabble game as the alternative motivates students in learning English.
4. The use scrabble game technique contributed significant improvement to the students’ vocabulary.
5. For the teacher
6. The teacher can use scrabble game as one of the media in teaching learning English, to motivate the students, and make the lesson is easier to be understood than nothing.
7. Teacher can use scrabble game to solve the problem in managing the class, because in learning activities the students compete each other and it make the situation in the class become crowded and sometimes disturb the other class.
8. Teacher is also accepted to give more consideration students, example the students received new vocabulary, pronounce and spelling the words.
9. For the school
10. The school should be more interested on the students’ vocabulary since the result of the research showed that the students could improve the vocabulary using scrabble game.
11. The school should give the media and complete the facility in order to make better progress achievement of English and to in teaching-learning.

**BIBLIOGRAPHY**

As-Salihin Riyad, *Hadist Riyad as-Shalihin,* 2016. Hadith Collection, version 1.7.2.

Ameer Bakhsh Sahar, “*Using Games as a Tool in Teaching Vocabulary to Young Learners*,” Vol 9, No. 7 January-May, 2016

Burton Diana, et al., *Practitioner for Teacher*, London: Sage Publication, 2005

Dowdy Shirley, et al., *Statistics for Research Third Edition,* New York: Wiley Inter science, 2004

Haycraft John, *An Introduction to English Language Teaching,* Essex: Longman, 1978

http://busyteacher.org/11339-scrabble-6-great-uses-esl-classroom.html

https://en.wikipedia.org/wiki/Hypothesis

<https://en.wikipedia.org/wiki/Sample_%28statistics%29>

https://en.wikipedia.org/wiki/Data\_collection

http://english.tutorvista.com/vocabulary.html

http://interactive.usc.edu/wp-content/uploads/2011/08/board.png

http://www.formsbirds.com/formimg/scrabble-scor sheet/7577/scrabble-score-sheet example-l1.png

http://www.informasiahli.com/2015/07/pengertian-asumsi-dalam-penelitian.html

http://www.nclrc.org/teachers\_corner/classroom\_solutions\_yana/vocabulary\_activities.html

Hughes Arthur, *Testing for Language Teachers,* United Kingdom: Cambridge University Press, 1989

Lewis Michael, et al., *Practical Techniques for Language Teaching,* London: Commercial Color Press, 1992

Muijs Daniel, *Doing Quantitative Research in Education,* London: Sage Publication, 2004

Nunan David, *Language Teaching Methodology*, London: Longman, 2000

Pavicic Takac Visnja, *Vocabulary Learning Strategies and Foreign Language Acquisition,* North York: Multilingual Matters LTD, 2009

Poulson Louise, *the English Curriculum in Schools,* London & New York, Cassell: 1998

Read John, *Assessing Vocabulary*, United Kingdom: Cambridge University Press, 2006

Rifhan Drs. Arif, M.A., ed., *Al-Quran Tiga Bahasa*, Depok: Penerbit Al-Huda, 2010

Schmitt Nobert, *Vocabulary in Language Teaching,* Cambridge: Cambridge University Press, 2009

Sorayaie Azar Ali,”*The Effect of Games on EFL Learners’ Vocabulary Learning Strategies,* Vol. 1, No. 2, October, 2012

T. Campbell Donald, et al., *Experimental and Quasi Experimental Designs for Research*, London: Houghton Mifflin Company, 1963

Thornbury Scott, *How to Teach Vocabulary*, Edinburgh Gate: Longman, 2002

Wang Ying-Jian *“Investigating the Impact of Using Games in Teaching Children English”*, Vol. 3, No. 5, August-November, 2011

Wright Andrew et al., *Game for Language Learning,* Cambridge: Cambridge University Press, 2006