Chapter V

Conclusion and Suggestion

Conclusion

Based on the result of the analysis about the use of "what do you have game as strategy in teaching vocabulary that was conducted in the seventh grade students of Madrasah Tsanawiyah Al-MaktabWonosari, the writer would like to take some conclusions as follows:

Firstly, the appropriate technique or strategy was very helpful in teaching English process and game is one of the best innovative way or strategy that could be applied in the class because it could help teacher to make the class to be more active.

Secondly, the hypothesis of this study was the use of "WDYH? game can enrich the students' vocabulary significantly. Therefore, based on the data finding of this study it can be concluded that there was a difference in the result of students' score of vocabulary between pretest and posttest. It was found that there is a significant result of students' vocabulary achievement in post test after treatment.

Thirdly, the result of students' vocabulary enrichment could be seen from the students, score of pretest and posttest. After applied "what do you have" game the students' score was high. The total students' score in pre-test was about 250and the post-test was 345. Therefore, the students' ability of vocabulary was increased.

The last one, the hypothesis of this study was the use of what do you have game can enrich the students' vocabulary significantly with the result of the calculation that is if $t_{observation} \geq t_{table}$ or $6.18 \geq 1.75$. It means that the hypothesis was accepted. On the other words, the students' ability of vocabulary was enriched by using "what do you have" game.

Suggestion

Based on the conclusion above, the writer suggested to all of the English teachers who want to achieve the objectives of learning English have to have the appropriate strategy or method in teaching English in the class. This is because using the right method in teaching English and vocabulary in particular can provide the good results in the teaching learning process and game is one of the best strategies that could be used by the teacher in the class.

Therefore, the game such as "what do you have" has been selected by the writer because the writer thought that this game is one of good activities in communicative game which useful for the teacher in teaching English and vocabulary because this game also teaches students to be able to differentiate the vocabulary among noun, adjective, and verb. Besides, this activity engages them in a fun learning situation, make them become competitive and the function of this game is not only for educating, but also for entertaining.

Furthermore, considering the result of this study, this what do you have game can be considered as a reference for the others teacher who want to apply the game as a

strategy or method in teaching English in the classroom because what do you have game can be used to teach other skills of English. Besides, this game is good enough to use as method in expanding students' vocabulary mastery.

Moreover, the writer would like to suggest to others teacher, they may use this game as strategy or method in teaching vocabulary. However, they might be able to make this game more interesting to play. The teacher was required to be more creative. It will be better if this game can be combined with other media of teaching. The use of other media of teaching will support the game to be better to apply as strategy in enriching students' vocabulary. It will help students to make many letters into the vocabulary words of English. Besides, it is also expected that it give easiness for students to identify and understand among noun, adjective, and verb. As the consequence, this game can give significant advantages to students' vocabulary mastery and it supports the teacher to achieve the learning goals.

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