CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher takes some conclusion based on the result of the data analysis and description of the data in chapter IV.

Conclusion

Twister game strategy is effectiveness as a strategy in teaching vocabulary to the eighth year students of SMP NEGERI 9 Gorontalo in the academic year of 2014/2015. The use of twister game strategy in teaching vocabulary makes the activity among the teacher and students in class more enjoyable and interesting. The students more active and attractive when they follow the teacher instruction and work in their groups. Therefore, this strategy succeeded in making the students enrich and explore their idea and knowledge when they read the passage in group. In addition, the twister game strategy is intensive since the each strategy of twister has their own advantage to lead the students better in learning. Thus, the twister game strategy makes the students more motivated in learning and easier to grasp the lesson.

From the analysis of this research, there are different between the result before and after the application of the treatment by using Twister Game technique. The result of $t_{count} \geq t_{list}$ or $8,000 \geq 2.060$. It means that the hypothesis is accepted

Improving students' ability to memorizing vocabulary by using Twister Game technique improve students' vocabulary, it proves by the data of pre test and post-test, the data of pre-test is 15.24 and post-test is 19.16, besides, the mean score of students' vocabulary before the treatment is 3.92 and after the treatment is 17.20.

Furthermore, based on all results, the researcher conclude that improving students' ability to memorizing vocabulary by using Twister Game technique can improve students' vocabulary, it shows that their vocabulary is better than before using this technique.

Suggestion

Based on the result of the research, the researcher proposes some suggestions concerning the research finding are:

For the students, the students should be more attentive with the strategy given by the teacher. If the students are not comfort and bored with the way of their teacher strategy, they should ask their teacher to change or give them different strategy which more acceptable and easily for the students to grasp the lesson.

For the teacher, the teacher should introduce and use the different strategy in teaching and learning process like the semantic mapping strategy. It is highly recommended to be used because semantic mapping strategy can be used for teaching English especially in teaching vocabulary. The teacher should enlarge their knowledge to find out many kinds of strategy which is appropriate for teaching English lesson. They must prepare the lesson material well, they use interesting media and apply more variation of strategy in teaching. Teacher should able to create teaching learning process more interesting, enjoyable, and educative. In short, the teachers should be able a facilitator in creating and building an effectiveness class.

For the readers, they can use this final project as a literature to guide them when they want to do the similar research. This research will help the researcher or reader to find out the new strategy which is supported and combined with semantic mapping strategy through vocabulary. Although this research has been done, it still has some weaknesses and the researcher hope there will be an improvement for the next research

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