

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter consists of two parts. The first part is the conclusion in which all of the main points that have been discussed be concluded while the second part deals with the suggestions of the writer concerning with the teaching of vocabulary through card game that may be useful for teachers of English.

5.1 Conclusion

The objective of language learning is the students' mastery in language skills, namely: listening, speaking, reading and writing. In attempting to achieve those objectives, vocabulary is very important. Many experts in language teaching think that vocabulary is to be learnt because each language skills requires vocabulary.

The purpose of this study is to know whether the students taught through card game obtain better vocabulary score than those taught through translation of word list.

In carrying out this study, she took two parallel classes, namely: Group A and Group B. Group A was treated as the experimental group taught using card game and group B was treated as the control group taught using translation of word list. To analyze the result of the tests, the writer used t-test. Having analyzed the result of the tests, the writer found out that the students taught through card game obtained better vocabulary scores. The results of this study show that at 0,05 level of significance the t-table is 2,021 and the t-calculation is 3,358. Since the t-calculation is greater than the t-table at the level of significance 0,05, the alternative hypothesis was accepted. This means that there is a significant difference between the vocabulary achievement of the students taught through card game and that of the students taught through translation of word list. This means that card game as a technique for teaching vocabulary is effective. It can motivate students to learn vocabulary.

In short, it can be said that card game as a means to teach vocabulary cause improvements to most students.

5.2 Suggestion

At the end of the study, the writer would like to give some suggestions that may be useful for junior high school teachers of English.

Teaching learning vocabulary through card game requires active activities. The teacher should be active and the students, too. The teacher should be active in the game as the leader, leading the game in such a way that makes it interesting and not dull. The students should be active because they do not just memorize the meaning of the words but they are also forced to think, and find the meanings of the words in contexts by themselves.

Since game creates a relax situation, the writer suggests the teacher to pay attention to the students' activity. She should control the whole class in order not to disturb other class.

An ideal time for an experiment is one semester. This experiment was conducted only five times. Realizing that five times is not enough, the writer suggests teachers of English of SMP or other fellows students to conduct similar research with longer period of experiment to verify the findings of this study.

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