

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter, the writer presented the conclusion of the research. The research is about the effectiveness of teaching vocabulary using *Stand Up and Sit Down game*. In this chapter the researcher wrote the suggestion for English teacher, students, and next researcher.

#### A. Conclusion

In this research, the researcher got the conclusion that teaching vocabulary using *Stand Up and Sit Down game* at SMP Muhammadiyah 2 Kediri is effective. It is got from the result of the analysis data between experimental and control group by using SPSS.

1. The student's vocabulary mastery before being treated with Stand Up and Sit Down game it can show from the interval score of pre-test experimental group shows that 7 students or 25% get score of 0-45 they are in worse level, 4 students or 14% get score of 46-55 they are in bad level, 11 students or 39% get score of 56-65 they are in fair level, and then 5 students or 18% get score of 66-79, they are in good level. The last, 1 student or 4% get score of 80-100. On the other hand, at the control 1 student or 3% get score of 0-45 she is are in worse level, 11 students or 30% get score of 46-55 they are in bad level, and then 20 students or 56% get score of 56-65 they are in fair level. The last, 4 students or 11% get score of 66-79, they are in good level.

2. The student's vocabulary mastery after being treated with Stand Up and Sit Down game it can show from on the other hand, the interval score Post-test of control group shows that 5 students or 14% get score of 46-55 they are in bad level, 21 students or 58% get score of 56-65 they are in fair level, and then 8 students or 22% get score of 66-79, they are in good level. The last, 2 students or 6% get score of 80-100 they are very good level. On the other hand, the interval score of control group shows that 5 students or 14% get score of 46-55 they are in bad level, 21 students or 58% get score of 56-65 they are in fair level, and then 8 students or 22% get score of 66-79, they are in good level. The last, 2 students or 6% get score of 80-100 they are very good level.
3. Statically there was enough evidence to reject the null hypothesis, the alternative hypothesis was received. It means that the students who were taught by using *Stand Up and Sit Down game* had better vocabulary mastery than the students who were not taught by *Stand Up and Sit Down game*. Therefore, it can be concluded that Stand Up and Sit Down game is effective in teaching vocabulary for students' SMP Muhammadiyah 2 Kediri. In this research, this method can improve the students' vocabulary mastery, too.

## **B. Suggestion**

In this part, the researcher want to give suggestion to the English teacher, students and the next researcher.

### For The English Teacher

As we know that English lesson one of the study which make some of young learner fell difficult for learning it. Because of that, as English teacher we must creative and innovative in teaching English, especially in teaching vocabulary. Here, the researcher gives suggestion about one method which can make the students' active learning English. The method is Stand Up and Sit Down game. This method will not make the students' bored. So, the students' will be enjoy in learning and memorize some vocabulary.

#### 1. Students

The students have to improve that knowledge about English, especially vocabulary mastery. in order to they understand about all part of like English reading, writing and speaking. Besides that, the students must apply vocabularies which have learner in daily activity, in order to what has been learned it cannot be forgotten easily.

#### 2. The Next Researcher

For the next researcher, this research can be use as reference for the next research. The writer hopes to them can make better research on this result of this research. Therefore, the next researcher want to give better solution for teaching English, so the students' will be interested in study English and learning it easily.