CHAPTER V
CONCLUSION AND SUGGESTION

This chapter discusses conclusion and suggestion as an inference of research finding and discussion in teaching vocabulary skill through the use of running game.

A. Conclusion

Based on the analysis and interpretation in the previous chapter, it can be said that the result of the first cycle showed below average. In this first cycle, the students did not want to ask the teacher when they were given the opportunity to ask questions and the students did not want to communicate with the researcher and also the students did not want to cooperate with their group mates while it was the time to play the group game. The results of student scores in cycle 1 were better than those in the test before treatment, but it was still not enough to achieve the criteria of success. Therefore, it proceeds to cycle 2 to achieve the success criteria. The lowest score in the initial test before implementing the running game strategy got mean of 62.70 with a percentage of 41.17%. Then, the mean of the second test (cycle I) after implementing the strategy running game in cycle I got mean of 72.05 with a percentage of 67.64%. Then, the mean of the third test in cycle II got a mean of 80.47 with a percentage of 88.23%. On the first cycle, student's score was still insufficient, while the second cycle of student scores was enough to reach the target of 80%. The average score of the second cycle had reached the criteria of success. Therefore, it can be said that running games could increase students'

vocabulary knowledge after carrying out Classroom Action Research (CAR) and were successfully carried out after two cycles. The use of games in education can increase student engagement and motivation to learn and develop their interests. By increasing student engagement, this research can contribute to increase learning outcomes, running game can be used by teachers as an alternative model of teaching in shools. In conclusion, running games as a vocabulary teaching strategy does not only improve students' comprehension of vocabulary, but also make students understand, remember, being more active and motivated in the learning process.

B. Suggestion

Based on the result of the research, the researcher proposes suggestion as follows:

1. For the teacher

    The English teacher should be aware that engaging teaching methods are necessary to increase students' enthusiasm for learning. Running games can be used to teach English, particularly by Plosoklaten Kediri's SMPN 1 English teacher. In order to make it easier for the students to memorize all of the words that have been taught by the teacher, the teacher may choose to create the game using various colored markers to make it colorful.

2. For the students

    Students should broaden their vocabulary and apply what they have learnt from their teacher into practice anywhere and anytime by

implementing running games with their friends. Thus, the vocabulary that has been learnt in the game can be used in learning.

3. For the next researcher

The next researcher who wishes to continue this study using this approach can utilize it to help students learn more words, and they can also use it as a reference for future studies that are going to involve other variables and situations.