

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

The aim of this classroom action research investigate how WSP games can improve students' vocabulary learning. Based on the results, and discussion in the previous chapter, it can be concluded that WSP games improve students' vocabulary learning in two ways. They improve the process of vocabulary learning and the learning outcome. Students become more active and enthusiastic in the process of learning vocabulary in the classroom, because teaching vocabulary using the WSP games implemented by the teacher in the classroom can involve students actively engage in the learning process. Through the WSP game, students can improve their concentration and collaborate well with the group when they complete the learning task with their group. Then, the process of learning vocabulary using the WSP games becomes more fun and interesting, making students more enthusiastic and interested in following the learning process from the beginning to the end of the lesson, because they can learn while playing. Furthermore, the classroom atmosphere also looks more lively, fun and enjoyable so that students will not feel bored.

Therefore, researcher can suggest that the use of WSP games in teaching English shows significant positive changes in the vocabulary mastery of class VIII students at SMP Borneo Bengkayang. Apart from providing positive changes to vocabulary mastery, this game also has a positive influence on the classroom climate and atmosphere which is better than before, namely in the learning process in class students become more active and confident when the teacher gives instructions to come to the front of the class to write answers as follows. group representatives. During the learning process, students are not afraid or reluctant to ask the teacher if there is subject matter that they do not understand well, and students can also interact well with their friends in class. This showed that there is good interaction between students and teachers and students with students. Apart from that, during the implementation of Classroom Action Research in these two cycles, it can be clearly seen from cycle 1 to cycle 2 that students' vocabulary mastery increased. This could be seen from the results of calculating scores and the average value of students

which has increased gradually. In general, this showed a significant positive sign that students' vocabulary was increasing as the researcher expected in the final results of this research.

B. Suggestion

Based on the results of data analysis and conclusions, the researcher would like to provide several suggestions that English teachers, students and other researchers need to pay attention to in the future when WSP games are used as a way of vocabulary learning. The suggestions are as follows:

1. Teacher

- a. The teacher must be able to use the right methods, techniques, or media so that they can change students' thinking from learning English is as a very boring and difficult subject, to thinking learning English is as a remarkably interesting and fun learning. The researcher suggests that one of technique is that teachers can apply this WSP game as a technique in teaching vocabulary mastery because this technique can make students remember the vocabulary that has been taught better and students also become more active in the learning process.
- b. The teacher must be able to better understand students' needs, be more flexible and more efficient in managing time so that students can learn seriously and so that the teaching and learning process in class becomes more interesting, fun and enjoyable.
- c. The teacher can ask students' opinions about the activities conducted during this game in class and the teacher must also be able to act as a facilitator to motivate students to learn and remember vocabulary well.

2. Students

- a. The students should have high motivation in learning English, especially vocabulary, because vocabulary is the basic and most important part of a language.
- b. The students must practice more in remembering new vocabulary that has been taught by the teacher and knowing the meaning of words well, spelling words correctly, determining the correct class of words, and using these words in a sentence.

- c. The students should try and dare to contribute their ideas, be active participants during the learning process in class, and must pay close attention to the teacher's explanations so that they can understand the material provided by the teacher clearly.

3. Other Researcher

For further research and other researcher, other researcher must be more active and creative in applying this technique, so that this technique is not too simple to apply in the classroom learning process, make students genuinely happy, interested and enjoy the learning process when this technique is applied in class. And hopefully this research can become a reference, and improvement for subsequent research.