

CHAPTER IV CONCLUSION

After describing the findings and also discussion in the previous chapter, I am going to discuss the conclusion and give suggestion in this chapter. The conclusion of the term paper and suggestion for the teachers will be discussed as follows:

The research conclusion is presented according to the data which has been analyzed in the previous chapter. It can be concluded that the process of Classroom Action Research is the research starts with observing and identifying classroom problems. A classroom problem refers to a classroom practice that can still be improved to result in better learning achievement of the students. A professional teacher can always see which classroom practice can still be improved. The researcher is recommended to choose a collaborator to help in observing the implementation of the scenario. Then the action is started with the collaborator observing the process of instruction to get some information indicating the success or the failure of the strategy in solving the classroom problems. The result of the observation is analyzed to reflect how successfully the implemented strategy has solved the classroom problems. When the strategy has not completely solved the problems, then the strategy has to be revised in the best possible way to make sure that when implemented again in the following cycle the problems can completely be solved.

Then, this research shows that the students can improve the students' vocabulary mastery in English Vocabulary by using Hangman game. The improvement of students' vocabulary achievement after I teach them by using Hangman game can be seen from the result of each cycle. The result in First Cycle of Both Grade 9 classes is 88 and 82. Then, in Second Cycle is 98. Hangman game is also interesting to the students because it can be seen in result of observation checklist in the First Cycle is 68% and the Second Cycle is 93%. It means that majority of students participated in the class enthusiastically.

And the last, to apply Hangman game, one player thinks of a word, phrase or sentence and the other(s) tries to guess it by suggesting letters or numbers, within a certain number of guesses. If the guessing player suggests a

letter which occurs in the word, the other player writes it in all its correct positions. If the suggested letter or number does not occur in the word, the other player draws one element of a hanged man stick figure as a tally mark.

The player can guess the word many times, attempt to guess the whole word. If the word is correct, the game is over and the guesser wins. Otherwise, the other player may choose to penalize the guesser by adding an element to the diagram. On the other hand, if the other player makes enough incorrect guesses to allow his opponent to complete the diagram, the game is also over, this time with the guesser losing. However, the guesser can also win by guessing all the letters or numbers that appears in the word, thereby completing the word, before the diagram is completed.

This research is expected giving inspiration to new teachers in teaching English easily and pleasantly. This research is also expected to be attractive to the students who want to study English.

