

CHAPTER V

CONCLUSIONS, IMPLICATIONS OF THE RESEARCH AND RECOMMENDATIONS

5.1. Conclusions

As mentioned earlier that the main purpose of the study was to find out the significant effect of using Matching Word Game on the students' vocabulary mastery and their motivation with following research objectives:

1. To find out the effect of using Matching Word Game on students' vocabulary mastery.
2. To find out the effect of using Matching Word Game on students' vocabulary motivation.

The research design in this study was quasi-experimental research with a pre-test and post-test of vocabulary mastery and a pre-test and a post-test of motivation. Based on the eight hypotheses, the last findings of the research as follows:

1. Based on the Independent Sample T-test analysis of the pre-test vocabulary mastery of the experimental and the control groups, it was proved no significant difference was found in the pre-test of the students' writing ability between the experimental and the control group. The T-test result was 0.245, its df was 52, significance was 0.808, the mean difference was 0.250, the standard error was 3.268, the lower difference interval was 6.866 and the upper difference

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interval was 6.366. So, in conclusion $p = 0.808$, the 2-tailed value was more than 0.05 ($p > 0.05$). It could be determined that the subjects in both groups were equivalent before the treatment was given.

2. A Paired Sample T-test was used to analyze the effect of implementing the treatment using Matching Word Game on students' vocabulary mastery of the Experimental Group. The output of the paired sample test showed that the t-test result was 12.346, its df was 19, the significance was 0.000, the mean difference was 32.750, the standard error mean was 2.652, the lower difference interval was 38.301 and the upper difference interval was 27.198. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.
3. A Paired Sample T-test was used to analyze the effect of implementing non-treatment of Matching Word Game on students vocabulary mastery of the control group. The output of the paired sample test shows that the t-test result was 10.53, its df is 26, the significance was 0.000, the mean difference was 10.00, the standard error mean was 1.53, the lower difference interval was 13.22 and the upper difference interval was 6.77. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability $<$

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0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted and H_0 was rejected.

4. Based on the Independent Sample T-test analysis of the post-test vocabulary mastery of the experimental and control groups, it was obvious that no significant difference was found in the pre-test vocabulary mastery between the experimental and the control groups. The T-test result was 11.280 its df was 52, the significance was 0.000, the mean difference was 22.50, the standard error was 2.44, the lower difference interval was 17.54 and the upper difference interval was 27.45. So, in conclusion $p = 0.000$, the 2-tailed value was less than 0.05 ($p > 0.05$). It can be inferred for the forth hypothesis H_a was accepted and H_0 was rejected.
5. The T-test analysis of the pre-test vocabulary motivation of the experimental and the control groups indicated that no significant difference was found in the pre-test vocabulary mastery between the experimental and the control groups. The T-test result was 0.640, its df was 52, the significance was 0.912, the mean difference was 0.350, the standard error was 3.131, the lower difference interval was 6.689 and the upper difference interval was 5.989. So, in conclusion $p = 0.912$, the 2-tailed value was more than 0.05 ($p > 0.05$). It could be said that the subjects in both groups were equivalent before given the treatment.

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6. A Paired Sample T-test was used to analyze the effect of applying Matching Word Game on students vocabulary motivation of Experimental Group. The output of the paired sample test showed that the t-test result was 32.742, its df was 26, the significance was 0.000, the mean difference was 36.750, the standard error mean was 12.025, the lower difference interval was 42.378 and the upper difference interval was 31.121. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a was accepted while H_0 was rejected.
7. A Paired Sample T-test was used to analyze the effect of Matching Word Game on students vocabulary motivation of the control group. The output of paired sample test showed that the t-test result was 7.261, its df was 26, the significance was 0.019, the mean difference was 4.350, the standard error mean was 1.704, the lower difference interval was 7.918 and the upper difference interval was 0.781. By comparing the number of significance, if probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was $0.019 < 0.05$, thus, H_a was accepted while H_0 was rejected.
8. On the basis of the Independent Sample T-test analysis of the post-test vocabulary motivation of the experimental and the control groups, it was proven that a significant difference was found in the pos-test of

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the students' motivation between the experimental and the control group. T-test result was 19.843 its df was 52, the significance was 0.000, mean difference was 32.050, standard error was 2.379 the lower difference interval was 27.233 and the upper difference interval was 36.866. So, in conclusion $p = 0.000$, the 2-tailed value was less than 0.05 ($p < 0.05$). It could be inferred the forth hypotheses, H_a was accepted and H_o was rejected.

From all the findings of the study it is clear that using Matching Word Game could make the students easy to organize and develop their ideas of the topic being discussed.

5.2 Implications of the research

Good teachers should provide themselves with creative ways in teaching, so that the objectives of learning English are achievable by the students. Also, teachers need to select which strategy that matches a particular skill in English (listening, speaking, reading and writing). Teachers can refer to some studies that had been undertaken by some expert or researchers in the area of English teaching strategies.

The findings of this research indicated that there was significant effect of using Matching Word Game on students' vocabulary mastery and motivation. This means that Matching Word Game strategy is appropriate to employed in the teaching and learning process especially at primary level of education. This teaching strategy motivates both the teacher and the students as it is anot difficult

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to apply so long as the teacher masters the materials and the students are well-motivated by the way the teacher employs the strategy.

5.3 Recommendations

Having stated the result of the study, the writer would like to give the following recommendations:

1. It is recommended that teachers use Matching Word Game as one of the appropriate teaching techniques to make students more active and motivated in teaching learning process.
2. Teachers need to give a variety of teaching methodology which suit the students' need as well as suitable materials appropriate to arouse the students' interest and motivation in learning. One of is Matching Word Game that can effect the students mastery in vocabulary.
3. Teachers are recommended that they carefully plan activities for the students in the learning process by using Matching Word Game.
4. To the future researchers, they need to pay attention to other factors that may influence the learning process by using Matching Word Game.
5. It is also recommended that English teachers choose suitable methods or techniques in teaching vocabulary to the students in order to make the them interested in learning and so that the classroom atmosphere is conducive or not boring.
6. Finally, it is recommended that future researchers conduct a study with similar topic of a different scope.