

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that the use of Crossword Puzzle Games was effective in improving students' vocabulary mastery at SMP Negeri 1 2x11 Enam Lingkung.

The descriptive statistics revealed that the mean score of the experimental group in the pre-test was 57.17, while the mean score of the control group was 56.76. After the treatment, the mean score of the experimental group increased to 66.30, whereas the mean score of the control group increased to 60.29. These findings indicate that both groups showed improvement in vocabulary mastery; however, the improvement in the experimental group was higher than that of the control group.

The hypothesis was tested using Analysis of Covariance (ANCOVA) to examine the effect of Crossword Puzzle Games on students' vocabulary mastery while controlling for pre-test scores. The ANCOVA result showed that the significance value of the group variable was 0.010, which was lower than the significance level of 0.05 (Sig. = 0.010 < 0.05). Moreover, the obtained F-value was 7.273. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

In addition, the Partial Eta Squared value was 0.164, indicating that the use of Crossword Puzzle Games contributed meaningfully to the improvement of students' vocabulary mastery. Therefore, it can be concluded that

Crossword Puzzle Games had a significant positive effect on students' vocabulary mastery and can be used as an effective teaching technique in English vocabulary learning.

B. Research Limitation

The researcher realizes that this study has several limitations. First, the study was conducted only at SMP Negeri 1 2x11 Enam Lingkung, Padang Pariaman, involving two classes, VIII E as the experimental class and VIII D as the control class. Therefore, the findings may not be generalized to all junior high school students. Second, the treatment was conducted within a limited period, so the study only examined the short-term effect of crossword puzzle games on students' vocabulary mastery. Third, some students were absent during the pre-test and post-test, so only students who completed both tests were included in the analysis. Finally, this study focused only on vocabulary mastery and did not examine other English skills such as reading, writing, speaking, and listening. Future researchers are recommended to involve more participants, conduct longer treatments, and investigate other English skills..

C. Suggestions

Based on the conclusions above, the researcher would like to offer the following suggestions:

1. For English Teachers

English teachers are recommended to use Crossword Puzzle Games as an alternative teaching technique in teaching vocabulary. The use of

Crossword Puzzle Games can create a more enjoyable and interactive learning environment, increase students' participation, and help students retain new vocabulary more effectively. Therefore, teachers are encouraged to integrate vocabulary games into classroom activities to improve students' vocabulary mastery.

2. For Students

Students are encouraged to actively participate in vocabulary-learning activities and practice vocabulary regularly both inside and outside the classroom. By using Crossword Puzzle Games and other engaging learning resources, students can expand their vocabulary knowledge and improve their overall English language skills, including reading, writing, listening, and speaking.

3. For Future Researchers

Future researchers are suggested to conduct similar studies involving larger samples, different educational levels, or different language skills. They may also investigate the effectiveness of combining Crossword Puzzle Games with other teaching strategies, media, or technological tools. Furthermore, future studies may include additional instruments such as questionnaires or interviews to obtain more comprehensive information regarding students' perceptions and learning experiences.

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