CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the research finding and discussion, it can be concluded that the effectiveness of playing a computer-based detective game entitled Nancy Drew: the Creature of Kapu Cave is relatively significant to develop students' vocabulary mastery. The explanations are served below.

5.1.1 Playing Computer-Based Detective Game can develop students' vocabulary mastery

Based on the result of the research, playing "Nancy Drew: the Creature of Kapu Cave" can enhance their vocabulary score. It is shown from the result of post-test between control and experimental classes. When the post-test score of both classes are compared by using *t-test* calculation, the value of t_{obt} reaches 2.572665. This *t-test* result is significant on the level 0.05 for degree of freedom equals with 60, since the value of *t-test* score needed is about 2.000.

It is interpreted that the value of t_{obt} falls into $t_{critical}$ positive area where the range is $-t_{critical}$ area $> t_{obt} > t_{critical}$ and the null hypothesis is rejected. It means that experimental and control classes are statistically proven have different ability in mastering vocabulary. Since the value of t_{obt} is positive, it is verified that experimental class is better than control class in terms of mastering vocabulary.

5.1.2 Factors Affecting the Differences

From the result of the research added with the result of interview, fun factor becomes the main reason for learners to gain more new terms. It is shown that twenty seven (75%) students said that playing computer-based game is an interesting activity to learn vocabulary, five students (14%) said in between, while there were only four students who said that they are not interested in playing computer game.

Implicitly, the fun factor explained above is the one which forces students to learn new terms by their own will. Beside they learn vocabulary directly from the game, this fun factor is assumed can force them to open dictionary and to ask their friend for the new terms. It can be shown from the result of interview that more than a half of students (56%) tend to open dictionary when they face new terms and a quarter of them tend to ask their friends.

5.2 Suggestions

Although applying this method gives some advantages as it is shown on the conclusion, still, there are some disadvantages occured when using this method. Because of that, some suggestions for those who want to apply this method are served below.

1. Basically this method is adapted from Computer Assisted Language Learning (CALL) Program, so that the disadvantages in CALL program occur. For instance, if there are goals in learning activity, it is little change for the teacher to reach it. So, it is better to choose the suitable computer game to the learning goals to be applied.

2. The selection of computer-based game is needed before applying this method.

3. Teachers or Parents controls are needed. Since, the feature of game is various, and some games contain violence.

4. Based on the other researches this method is assumed can be used in any kind of students' level for example; see Kaniasari (2006).

5. The following research is needed to comprehend this method, for example other researches which conduct with different level of sample.

6. This study only covers some aspects of lexical approach, so that other researches which cover some other aspects are needed.