

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is employed as an eventual summary which includes conclusions and suggestions. The suggestions of the research are also presented briefly which is intended to the teachers, further researchers, and readers. Moreover, limitations of the research present the further information about the research.

1.1 Conclusions

The research was intended to study the use of gamification in students' vocabulary mastery. There are two purposes of the research: to investigate how the use of gamification may help students to improve their vocabulary mastery and to find out the students' responses toward the use of gamification in the classroom.

The result of the research revealed that gamification helped students in improving their vocabulary mastery. The result of the research supported the effectiveness of gamification to improve students' vocabulary mastery. The use of gamification was conducted in VIII-F of SMP Negeri 16 Bandung in order to improve students' vocabulary mastery. Based on the finding and collected data, the improvement of students' vocabulary mastery could be seen in doing pre-test and post-test. The pre-test result was 52.87. After the students had been given the treatment by using gamification in the classroom in cycle I, the average score improved to 65.52. Moreover, in cycle II, the revised planning was held and the same steps of cycle I have also conducted the treatment and post-test in every session. The result of post-test cycle II, the average score improved to 87.87. There is an indication that the use of gamification in teaching learning activities improves students' vocabulary mastery.

Gamification can be used as a media in teaching strategy in order to improve students' vocabulary mastery in English during teaching learning activities. This

teaching media had engaged students to be more excited about learning English, especially vocabularies. Most of the students felt that they had a relaxed atmosphere while learning vocabulary.

These learning processes created an interesting learning atmosphere for the students so they learned vocabulary happily. Furthermore, the elements which helped them learn vocabulary in gamification such as points, challenges, levels and achievements are believed to provide the connection in helping the students learn the vocabulary well. More importantly, points and challenges that students suggested as the most influence element that helps them in improving their vocabulary mastery. In addition, they believed that learning vocabulary through gamification is more interesting than doing it through paper worksheet.

1.2 Suggestions

The suggestions were directed to English teachers and for the needs and importance of future researchers. There are elements of gamification that teacher can choose to teach vocabulary based on students' needs and condition in the classroom. One of the important things is how the teacher can combine it based on the theory of teaching vocabulary.

The elements namely levels, rewards, leaderboard, competition, avatar and challenge were considered helpful in learn and retain vocabulary through gamification. Instead of providing worksheet papers for the learning processes, the teachers can ask the students to do exercise for several meetings and give them a reflection to check their improvement in vocabulary mastery. Applying the use of gamification for the learning session is suggested for the teachers who want to encourage the students to be able to enjoy the learning processes happily. This interesting learning atmosphere is believed to create relaxing situation for the students in order to learn effectively.

Some of the research limitations lead as expected into suggestions for further research. The first suggestion, the use of gamification could not be run smoothly without stable connection. It is important since the students typically get

uncontrollable if the site can't be well-accessed. They, in some particular way, is impatient for waiting for something.

The second suggestion, the further researcher should attempt to conduct this technique in other levels with more numbers of students and in different situations in order to discover its effectiveness in improving students' vocabulary mastery. Furthermore, since the research only took six meetings including pre-test and post-test, hopefully, further researchers will conduct the research for the longer period and another type of evaluation in order to uncover more details and effect regarding this technique. Furthermore, since the research only observed six meetings of the use of gamification, hopefully, further researches will conduct the research for the longer period and use the other type of evaluation to uncover richer details regarding the issue.