CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1   CONCLUSION

Referring to the research finding of the effect of Monopoly Game to Students' Concept Mastery and Motivation in Learning Interaction of Living Things and its Environment, it can be concluded as follows.

1. Monopoly Game Based Learning proves the enhancing concept mastery of students in learning Interaction of Living Things and its environment. The n-gain in experiment class is 0.48, so implementing Monopoly Game shown medium categorized. While in control class is 0.29, so in play guess word and quiz game in control class low categorization. For measure, normality test use the Kolmogorov-Smirnov normality test, in experiment class shown 0.148, while in control class is 0.57 that data is normal distribution. Which continued by hypothesis test using independent sample t-test, the hypothesis test result shows that (Sig = 0.003), H_0 is rejected and H_1 is accepted. It means the monopoly game can improve students' concept mastery in learning Interaction of living things and its environment.

2. Student motivation based on John Keller ARCS that shown the result for each condition positive and negative. In first analyze on experiment class, Attention condition (Positive 49% Agree, Negative 66% Disagree), Relevance condition (Positive 66%Agree, negative 63% Strongly Disagree), Confidence condition (Positive 60%Agree, Negative 62% Strongly Disagree), and Satisfaction condition (Positive 54% Agree, Negative 55% Strongly Disagree). Meanwhile on control class, Attention condition (Positive 40% Disagree, Negative 59% Agree), Relevance condition (Positive 42% Strongly Disagree, Negative 49% Strongly Agree), Confidence condition (Positive 55% Strongly Disagree, Negative 59% Strongly Agree) , and Satisfaction condition (Positive 54% Strongly Disagree, Negative 57% Strongly Agree). Second analyze on experiment class of motivation categories, 7 students has shown good score and 22 of

students have presented as very good. Specifically, students' reaction to learning based on monopoly game demonstrates a favorable position in all indices. While in the control class, 11 students has shown good, and 18 of students have presented as unfavorable. Concisely, the response of students towards traditional game-based learning shows negative role in all indicators.

5.2 RECOMMENDATION

Referring to the results and conclusions of the research, the author recognized that there are still several aspects that need to be enhanced in order for the study to be highly skilled and precise. The recommendations for future researcher to be undertaken by any other scientists outside the country are therefore as follows:

1. Improving the arrangement of the lesson plan is also crucial by preparing for Monopoly Game Based Learning an uncommon activity, so that the student may be more interested in playing a Monopoly Game. Students' Motivation Respond questionnaire with a good statement should be really improved in order for it to become more focused on motivation.

2. The design of the monopoly game, it needs to be more interesting and easy to understand the student.

3. Time management must be attentive in the learning process especially for playing Monopoly Game.

4. After distinguishing the character of the class, bear in mind which students who need more attention because of their inability to get focus on things and make them concentrate by allowing positive reinforcement.

5. For other researchers who also have the same intention in the topic of Interaction of Living Things and its Environment, very recommended the question for measure the concept mastery is more have quality than quantity.