

CHAPTER V

CONCLUSION

A. Conclusion

As the research has been conducted and the data have been analyzed, the researcher drew some conclusions which were presented below:

1. Before *pictionary* game being applied, the students were not interested in the teaching and learning process. The students' engagement was only 43%. It meant that half of the students are interested in the teaching and learning process. Only half of the students who were enthusiastic in listening to teacher's explanation while the other were busy playing or talking to their seatmates. When it came to repeating teacher's pronunciation, however, they pronounced it quite well in a loud voice. During the teaching and learning process, there were only some students who asked questions to the teacher and none volunteered to answer questions from the teacher or other students. Many students were not enthusiastic in doing the test and seemed to be bored; only several students who did the test with enthusiasm. In the first cycle, the students' engagement rose to 73%. It meant that majority of the students are enthusiastic in the teaching and learning

process. The majority of students paid attention to teacher's explanation, especially when the teacher showed some pictures. They were also excited in repeating teacher's pronunciation leaving only a few students who only stared at the pictures, stuttering the words. When the game started, many students were enthusiastic while the others were still a bit confused about the game that they seemed uninterested. In the second cycle, it rose to 87%. It was categorized as good. Majority of the students were enthusiastic in the teaching and learning process. They paid attention to the teacher's explanation and were excited in repeating teacher's pronunciation. They also participated in the game with much enthusiasm and did the test well as the teacher and researcher watch them during the test. However there were only half of the students who asked or answered questions. The others seemed unconfident to ask question. Above all, the learning environment in the second cycle was more conducive than that in the first one.

2. The improvement of the use of *pictionary* game to facilitate students' understanding on common noun can be seen from the average of the students' tests. The students' average in the pre-cycle test was 71 with six students failed to pass the minimum passing criterion. After the researcher applied *pictionary* game, there was improvement in the first cycle. The students' average

rose to 78 in the first cycle with only one student failed to pass the minimum passing criterion. In the second cycle, the average of the students' score was 83 and every student was able to pass the minimum passing criterion.

B. Recommendation

By conducting this research, the researcher found out that *pictionary* game can improve students understanding on common noun. Also, it can arouse students' motivation and interest in learning. By these considerations, the researcher would like to suggest some important things that can be helpful for:

1. The teacher

It is recommended for the teacher to apply *pictionary* game to common noun teaching and learning. The teacher can integrate the language skills so that the teaching and learning process will be more meaningful.

2. The students

It is better for the students to build their intrinsic motivation in the English language learning, especially common noun in order to increase their interest in the classroom activities.

3. The next researcher

The more detail the research is, the better it is. If there is any similar research is going to be conducted, it is better for the researcher to involve more than one collaborator. By involving more than one collaborator, he/ she will get more detail data. The

more cycles are also needed in order to gain 100% of students' engagement and a higher students' average score.