

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about the use of spelling games to improve students' mastery in English written spelling (a classroom action research at the seventh grade students of MTs Negeri 2 Kudus in the academic year of 2009/2010), it can be concluded that:

1. The implementation of using spelling games to improve students' mastery in English written spelling. It consists of three activities conducted by the teacher and the researcher. There are first cycle, second cycle, and third cycle. In every cycle students are taught by spelling games. It was used by the researcher to know the basic score and final score after taught. And the implementation of using spelling games are:

- a. The improvement of learning tool.

The researcher used spelling games in every cycle that appropriated for Junior High School in order to make students interested in learning spelling.

- b. Motivate students to discuss in group.

It also motivates students to discuss in group when they are assigned to identify the correct spelling from spelling games.

- c. Motivate the passive students to be more active during the lesson.

This related with students pay attention during the lesson, to know the correct spelling.

2. Teaching English written spelling using spelling games can be interested experience for teacher and students. In fact, students can improve their written spelling after taught by spelling games. It can be seen by students' achievement in written spelling in each cycle. In the first cycle the average of the students' achievement was 61,1 . In the second cycle the average of the students' achievement was 72. In the third cycle the

average of the students' achievement was 83. It can be seen that using spelling games in teaching English spelling is more interesting to the students. Spelling games can reduce students' feeling of boredom, and stimulate students who have low motivation learning especially to the students who have difficult in spelling English, also there is an improvement on student's score from one cycle to another cycle.

## **B. Recommendation**

In English language teaching and learning at Junior High School, the teacher must create enjoyable, fun and interesting situation as possible as the teacher can. The enjoyment ought to be the foremost aims which hopefully will have good effects on the education. Because what they dislike, they drop as soon as possible. In other word, the teacher should make the teaching learning process enjoyable, because students love to play and learn best when they are enjoying themselves.

Based on the whole result of the study, the writer had some suggestions for English teachers, students, and also the next researchers as follows:

1. The use of interesting media can make the student do not feel bored. It motivates them to actively engage in learning process so the student can improve their ability in learning process. One of the attractive media is game. It can help them to improve their skill, express their ideas, enjoy and fun in learning teaching process by games easily.
2. Spelling games is one of the games to improve students' spelling skill.
3. Teachers' feedback is needed by the students. Teachers' praise, encourage, suggestion, and correction should be delivered precisely, since those aspects particularly useful to build students' confidence.
4. The next researcher can apply this technique in another game.