

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions and suggestions based on the research findings that had been done in SMP Negeri 1 Sragi on the utilization of the hot seat game to improve students' vocabulary.

#### 5.1 Conclusions

Referring to the research findings in the previous chapter, here are the conclusions drawn by the researcher:

##### 5.1.1 The Implementation of The Hot Seat Game to Improve Students' Vocabulary

The hot seat game as a learning media to improve students' vocabulary was successfully implemented in the vocabulary learning session. This game was played by students smoothly and enthusiastically. The implementation involved the following steps: (1) the teacher prepared a list of words that had been studied by the students; (2) the teacher divided the class into six groups consisting of five to six members; (3) the teacher placed two chairs far apart from the board; (4) the teacher called two groups to play in a round and announced that each team had to send a member to sit on the chair, while the other members acted as clue givers; (5) the teacher displayed each word to be guessed through an LCD projector; (6) students sitting on the hot seat listened and tried to guess the word by some clues from his/her teammates; (7) a student who guessed the word earlier than another group would get a point for his/her team; (8) the teacher showed the

next words to be guessed by both of the groups; (9) After the first session was done, the teacher called the next two groups to play the game.

### **5.1.2 Significant Effect of the Hot Seat Game to Improve Students' Vocabulary**

Based on the results of hypothesis testing in the previous chapter, we can conclude that teaching vocabulary through the hot seat game significantly improves students' vocabulary rather than teaching the same materials without using the game. The Independent T-test results comparing the control and experimental groups found that the experimental group had significantly higher outcomes than the control group. In short, both groups had an improvement in vocabulary tests, but the experimental group showed a higher improvement in which the experimental group had a higher mean score (89.39) than the control group (77.36). The independent t-test resulted in 0.00 ( $0.00 < 0.05$ ) significance level. Moreover, the measurement of effect size shows a result of 2.02, indicating that the hot seat game has a strong effect on improving students' vocabulary. Therefore, we can conclude that the alternative hypothesis ( $H_a$ ) stating that the hot seat game has a significant effect on students' vocabulary mastery was accepted based on the results of this research.

### **5.1.3 Students' Responses to the Utilization of the Hot Seat Game to Improve Vocabulary**

The utilization of the hot seat game as a learning media to improve students' vocabulary received very good responses from the students. Students' agreement in filling out the questionnaire was evidenced by their

enthusiasm in playing the game to guess and giving clues about the new vocabulary they had learned based on the topic given in each meeting. Through the hot seat game, students expressed a higher level of motivation since the game fostered students' competitiveness and trained students to think critically in responding to the words displayed on the screen. The students agreed that this game developed their understanding of English vocabulary, helped them reflect on their vocabulary mastery, and helped them improve their vocabulary. Besides, they thought that the vocabulary learned in this game was suitable to what they should have learned. Furthermore, students also agreed that the implementation of this game also fostered good peer support, as evidenced by their solidarity in helping and correcting each other in their respective teams.

## **5.2 Suggestions**

Below are the suggestions that need to be considered:

### **5.2.1 For English Teachers**

Referring to the students' remarkable responses toward the implementation of the game in learning activities, the teachers can continue the use of the hot seat game as the media to teach vocabulary in junior high school. Using games is beneficial to make the students more enthusiastic and interested to be involved in the learning activities. Thus, utilizing games as the media would be very helpful in vocabulary learning sessions. However, the teacher also needs to build students' self-confidence to participate in all learning activities because there are still a few students who

seem less confident to be actively involved in learning. Moreover, giving positive feedback on the progress made by students is very important to help students be more active and not worry about making mistakes in learning English, especially in learning vocabulary.

### **5.2.2 For Students**

Students need to realize that vocabulary is the primary aspect of English learning. Therefore, students must have a high effort to learn English vocabulary as the basic component to understand English material. One of the ways is to find various words together with their meanings to improve their vocabulary. They also need to choose suitable learning media such as the hot seat game. This game stimulates them to understand the English words being learned in a given topic or material. Moreover, it helps students to strengthen their understanding of the words through some clues.

### **5.2.3 For Other Researchers**

Further investigations in the same subject can be conducted by other researchers to discover more ways to enhance students' language skills. Moreover, this study can be used as a valuable reference or resource for the next researchers to investigate the topic in the related area. In the future, the next researchers can develop gamified learning approaches across different learning skills and age groups to gain various insights. However, the researcher realizes that this study still has many shortcomings. Therefore, valuable feedback and recommendations are required to make this study better.