

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research was conducted from 11th September to 9th October 2025.

This finding in order to find the improvement of intellectual disability students in vocabulary mastery by using scramble letter games as a teaching technique.

Referring to the findings and discussion presented in the previous chapter, the following conclusions are drawn:

5.1.2 The Improvement in Teaching English Vocabulary by Using Scramble Letter Games for Students with Intellectual disability

Based on the research and the test results, students' vocabulary mastery improved significantly by using scramble letter games of 10th grade students with intellectual disability at SLB C and C1 Yakut Purwokerto. There is an increased of the mean scores of pre-test and post-test. The students' mean score in the pre-test conducted before the treatment was 50.00. After the implementation of scramble letter games within four meetings, their mean score increased significantly to 76.32 in the post-test. Based on the paired sample t-test results using SPSS version 31 as explained in previous chapter, teaching English vocabulary by using scramble letter games has significantly improves the intellectual disability students in the 10th grade of SLB C and C1 Yakut

Purwokerto which H_a (Alternative Hypothesis) accepted and H_0 (The Null Hypothesis) is rejected. In addition, teaching English vocabulary by using scramble letter game also has an impact that indicate the criteria for effectiveness, as evidenced based the results of gain scores of pre-test to post-test. In other words, implementing scramble letter games as teaching technique on vocabulary learning of students with students with intellectual disability in the 10th grade students of SLB C and C1 Yakut Purwokerto in the academic year of 2025/2026 is viewed as acceptable. The findings showed a significant improvement in vocabulary mastery among students with intellectual disability.

5.1.3 The Perception of the 10th Grade Students by Using Scramble Letter Game

Based on the data gathered from the questionnaire, the students' perceptions after participating teaching and learning process by using scramble letter games show positive responses. Based on the calculation using SPSS version 31, the data analysis showed that most students gave positive responses toward the use of scramble letter games in learning English vocabulary. The high mean scores on positive statements indicated that scramble letter games can create a more engaging and active learning environment. Furthermore, the low mean scores on negative statements indicated that students did not experience significant difficulty or boredom when learning vocabulary through scramble letter games. This suggested that scramble letter games as teaching

technique helped to reduce learning pressure and increases students' motivation to participate in vocabulary learning activities.

These findings indicated that scramble letter games were effective and engaging teaching technique for students with intellectual disabilities. The games helped students learn and retain new vocabulary more easily, increased their interest and motivation, and encouraged active participation in classroom activities. In addition, the average response scores reflected that the students perceived the use of scramble letter games positively, showing that this learning method is practical, enjoyable, and supportive of vocabulary mastery. It can be concluded that students showed positive responses to the use of scramble letter games in vocabulary learning. In the other words, scramble letter games are generally well-accepted by students with intellectual disability in the 10th grade of SLB C and C1 Yakut Purwokerto in the academic year of 2025/2026. It shows that scramble letter game did not become a significant obstacle to vocabulary learning of intellectual disability students.

5.2 Suggestion

5.2.1 For Students

Students with intellectual disability students are encourage to use scramble letter games as an exciting way of learning to improve their English vocabulary in the school and in their daily activities outside the classroom. Regularly practice and active involvement in the game can help students with

intellectual disability learn new words more effectively while engaging their interest and motivation. Students should consistently repeat the vocabulary they have learned to maintain their memory. By developing the routine of using games in learning English vocabulary, can also foster their interest in vocabulary learning in an enjoyable way.

5.2.2 For Teacher

Teachers are expected continue to use games as a teaching technique to improve vocabulary mastery for students with intellectual disability. Continuing the use of game and supporting as a teaching technique because it has proven effective in improving students learning outcomes. To follow up the students understanding, teacher can provide a conducive space for the game activity such as scramble letter games by giving clear instructions, expressive and contextual picture for modeling, and offering extra support for students that help students better understand and engage the English vocabulary more effectively. Furthermore, teachers can ensure that the appropriate game as a teaching technique can be an effective, engaging for enhancing vocabulary learning among students with intellectual disability.

5.2.3 For Future Researcher

Future researchers are recommended to exploring the use game as a teaching technique to enhance vocabulary learning for students with intellectual disability. Future studies can involve a larger number of participants, different

grade levels, or variations of the game to examine its effectiveness more widely. to gain deeper insights into students' perceptions, engagement, and learning outcomes. In addition, future researchers could also conduct the effectiveness of different types of games, to identify which formats best support language learning in students with intellectual disability.

