

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 The Conclusion

This qualitative research which carried out at Al-Azhar Medan Junior High School has two objectives which to know the classroom ambience when using hangman game become the first aim and to find out the teachers' perception in using hangman game as the second objective. So, based on the finding and discussion data which have been explained above, the researcher concludes:

- a. Based on the finding and discussion in chapter 4, for the first research aim the researcher found when the vocabulary teaching and learning process is carried out using the hangman game as a medium, the classroom ambience looks supportive, nice, joyful, and exciting in supporting the process of teaching and learning to run well. This is proven by the active and enthusiastic of students working together and helping each other in guessing and answering when playing the hangman game. It is also not uncommon for the students to smile and cheer happily when they can get the points because they can solve the vocabulary and beat their opposing team.
- b. Based on the finding and discussion data in chapter 4, the researcher also found for the second research objective that the both of participants have positive and also negative perception about using the hangman game as a medium. The participants have a good understanding, view and evaluation of this hangman game considering that they had been using the hangman game for quite a long time. They stated that hangman game has a very easy playing procedure to do. Hangman game can also help students indirectly recall their vocabulary memorization, practice their spelling, pronunciation, help them easily add the new vocabulary, and it can also make the students excited when playing it as seen by the researcher when conducted the observation in the classroom. Both of the participants also stated that using the hangman game as a medium could made them easier in the teaching and learning process and they perceive that hangman game is one of appropriate medium to use for the students who want to recall or add their vocabulary.

Apart from the positive perceptions of the two teachers above, there are also the negative one which stated by the teacher A that hangman game only focuses on the vocabulary, not on the other skills and it becomes less challenging for the students

with intermediate English skill who also want to hone their other skills. While, the teacher B perceives that hangman game has too many opportunities for the students to guess the letters in solving the vocabulary to get the points which can make the students sometimes guess the letters flippantly.

## 5.2 The Suggestion

Based on the results of this research which carried out with a limited number of participants and time, the researcher suggests some suggestions especially for the English teachers, students and next researcher, they are such as:

- a. For the English teachers who have never used the hangman game as a medium, try to use this as your medium in vocabulary teaching and learning process. And for the English teachers who have been using hangman game as your medium, add a time limit on guessing the letters to make the game feel a little more challenging.
- b. For the students who have never played this hangman game, try playing it if you are bored of using the general memorizing method when adding or recall the vocabulary. And for the students who have been playing the hangman game, be confident in expressing your ideas, focus, don't guess carelessly and keep honing your vocabulary memorization.
- c. Due to the teachers' perception in using hangman game as a medium is found out, for the next researcher might examine the students' perception in using hangman game as a medium in learning vocabulary.