

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This study aimed to investigate whether the use of online games could improve the English vocabulary mastery of eighth-grade students at SMP Kristen Harapan Soe. Based on the analysis of pre-test and post-test results, as well as the paired sample t-test, it can be concluded that the use of online games as a learning medium led to an overall increase in students' average vocabulary scores, although the difference was not statistically significant.

The key conclusions of this study are as follows:

1. Improvement in Students' Vocabulary Mastery.

The mean pre-test score was 53.75, while the mean post-test score increased to 58.75. This indicates that, on average, students demonstrated an improvement in vocabulary mastery after being taught using online games.

2. Statistical Significance.

The paired sample t-test produced a p-value of 0.096, which is greater than the significance threshold of 0.05. This means that the difference between the pre-test and post-test scores was not statistically significant, and the observed improvement cannot be fully attributed to the use of online games alone.

3. Variation in Learning Outcomes.

The results revealed variation in individual student performance. Some students showed substantial improvement, others showed minimal gains, while a few students experienced no change or even a decline in their scores.

These differences may have been influenced by factors such as initial vocabulary knowledge, motivation levels, and poor learning mentality.

#### 4. Factors Influencing Improvement.

Several factors may have contributed to the observed changes, including students' engagement in the games, their initial vocabulary ability, and their learning habits. Students with lower initial scores tended to benefit more from the use of online games compared to those with higher initial scores, who may have found the games less challenging.

In addition to the conclusions presented earlier, the results of this study also reinforce the theoretical foundations that underpin this research. Based on Vygotsky's (1978) *Zone of Proximal Development (ZPD)* theory, the learning process that involves social support and contextual media enables students to reach higher levels of understanding. In this study, the use of online games such as Wordle, Kahoot!, and Duolingo functioned as digital scaffolding tools that provided challenges, feedback, and opportunities for learning through interaction and direct experience.

Moreover, the findings support Prensky's (2001) view of digital natives, which emphasizes that today's learners are more responsive to technology-based and interactive media. The competitive and enjoyable nature of online games has been shown to enhance learning motivation, student engagement, and their ability to retain and apply new vocabulary. Therefore, it can be concluded that game-based learning not only affects cognitive outcomes (vocabulary acquisition) but also has a positive influence on affective and motivational aspects of students' English learning process.

## 5.2 Suggestions

Based on the findings and analysis of this study, several suggestions can be made for future teaching practices:

### 1. Integration of Online Games into Teaching.

Although the improvement in learning outcomes was not statistically significant, the use of online games showed positive effects on students' motivation and engagement. Therefore, teachers are encouraged to incorporate online games as an alternative medium in vocabulary learning. Online games can serve as enjoyable and interactive practice tools that support the process of acquiring English vocabulary.

### 2. Implementation of Differentiated Instruction.

The results of the study revealed variations in students' performance: some achieved significant improvement, some showed slight progress, while others experienced no change or even a decline. This highlights the importance of differentiated instruction. Teachers should adapt their strategies to meet students' diverse needs, for example, by providing additional practice through online games for lower-achieving students, while offering more complex challenges for higher-achieving learners.

### 3. Use of Varied Teaching Methods.

To enhance the effectiveness of vocabulary learning, online games should be combined with other teaching methods, such as group discussions, written exercises, or the use of other digital media. A varied approach will provide students with a richer and more comprehensive learning experience.

Furthermore, future studies are encouraged to explore students' and teachers' perceptions of online game-based learning to gain deeper insights into its

motivational and pedagogical impacts. Such research would not only strengthen the understanding of digital learning tools in English education but also contribute to the development of more effective and engaging instructional strategies.