

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusions of the study and several suggestions based on the findings. The conclusions are drawn from both quantitative and qualitative data collected from the eighth-grade students of SMP Swasta Swadaya Tarus after the implementation of Word Wall Game in classroom activities. It summarizes the overall results related to students' perceptions of the effectiveness of Word Wall Game in improving vocabulary mastery and speaking confidence. Meanwhile, suggestions are addressed to English teachers, students, schools, and future researchers in order to improve teaching practices and support further research in English language learning. This chapter is organized into two main sections: conclusion and suggestions. The conclusion highlights the key findings of the study, while the suggestions provide practical recommendations for the application of Word Wall Game and future improvements in English teaching and learning.

5.1. Conclusion

Based on the findings and discussion presented in the previous chapter, it can be concluded that the use of Word Wall Game had a generally positive impact on students' English learning. The questionnaire results showed an overall total score of **368**, with the Strongly Agree column producing the highest total score of **200** out of 368, reflecting that the dominant response from students was highly positive. This indicates that

students generally had favorable perceptions toward the use of Word Wall Game in English learning activities.

Among all five statements, the statement regarding enjoyment in learning obtained the highest total score of **93**, confirming that the game was highly successful in creating a more enjoyable and engaging learning atmosphere for students. This was further supported by qualitative findings, in which students stated that learning through Word Wall Game felt more interesting, fun, and less monotonous compared to conventional classroom learning. Similarly, the statements regarding learning motivation and overall effectiveness also received positive total scores of **77** and **83** respectively, indicating that the game contributed positively to students' engagement and participation in English learning activities.

However, the findings also revealed two aspects that still require further attention. Vocabulary mastery obtained a total score of **66**, with mixed responses from students, suggesting that not all students experienced the same level of improvement in vocabulary through the game. More importantly, speaking confidence obtained the lowest total score of **49**, with more than half of the students giving negative responses, indicating that many students still lacked confidence in speaking English even after engaging with the game.

Overall, Word Wall Game can be considered a valuable and useful learning strategy that contributes positively to students' English learning experiences. Nevertheless, its implementation should be complemented with additional learning activities that specifically target vocabulary development

and speaking practice, in order to achieve more comprehensive and effective English learning outcomes for all students.

5.2. Suggestions

1. For English Teachers

English teachers are encouraged to apply interactive and game-based learning methods such as **Word Wall Game** to create a more engaging and enjoyable learning environment. This strategy may help increasing students motivation, classroom participation, and understanding of English materials. However, since some students still experience difficulties in vocabulary mastery and speaking confidence, teachers are also recommended to combine **Word Wall Game** with additional speaking activities, vocabulary exercises, and continuous practice to support students' language development more effectively.

2. For Students

Students are encouraged to actively participate in classroom activities and use learning games as opportunities to practice English more confidently. Students are also expected to improve their vocabulary knowledge and speaking ability through regular practice, active participation, and interaction with classmates during English learning activities.

3. For Schools

Schools are recommended to support innovative teaching methods by providing appropriate learning facilities, instructional media, and classroom support to improve the quality of English learning. Schools

may also encourage teachers to use interactive learning strategies that can increase students engagement and motivation during classroom activities.

4. For Future Researchers

Future researchers are suggested to conduct similar studies with a larger number of participants or in different educational contexts to obtain broader findings. In addition, future studies may investigate the implementation of Word **Wall Game** in improving other English language skills, such as reading, writing, listening, or grammar, and exploring strategies to improve students vocabulary mastery and speaking confidence more effectively.