

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the research findings presented in Chapter IV, it can be concluded that the use of the Spelling Bee game has a significant and positive effect on students' vocabulary enrichment. The students' vocabulary scores showed marked improvement, evidenced by the increase in average scores from the pre test to the post test and supported by the results of the paired t test analysis.

The Spelling Bee game encouraged active participation, improved students' memory retention, and fostered a positive and fun learning atmosphere. Students became more confident and enthusiastic about learning new vocabulary through the competitive and interactive nature of the game. In line with Krashen's and Vygotsky's theories, the game facilitated meaningful input and collaborative learning, which are essential elements in second language acquisition.

Furthermore, the game format helped reduce classroom monotony, and encouraged peer learning. As a result, the students showed greater interest and better performance in vocabulary learning compared to traditional methods. These results highlight the pedagogical value of implementing game based strategies in the classroom, especially for junior high school students.

5.2 Suggestions

Based on the findings of this research, several suggestions can be put forward for teachers, students, and future researchers who are interested in using the Spelling Bee game to support vocabulary development. For English teachers, incorporating Spelling Bee as a regular part of vocabulary instruction is highly encouraged. The game not only makes learning more interactive and enjoyable but also encourages active participation and builds students' confidence. Teachers should aim to make the game accessible and relevant by tailoring it to the students' proficiency level and learning goals. For example, beginner level

learners may benefit from simpler word choices and additional clues, while more advanced students could be challenged with more complex vocabulary and definitions. This ensures the game remains aligned with instructional objectives while still being fun and engaging.

In addition, teachers should cultivate a supportive and encouraging classroom atmosphere where students feel safe to participate without the fear of making mistakes. The focus should be on effort and improvement rather than competition or perfection. Teachers can use the Spelling Bee as an informal form of assessment to observe students' strengths and areas of difficulty. Unlike formal tests, this approach allows for real time feedback and can guide future instruction. At the same time, students are encouraged to embrace the game as a valuable learning opportunity rather than just a classroom diversion. By actively participating in game based activities, students not only improve their vocabulary but also develop greater motivation and confidence in their language abilities.

Beyond the classroom, students should continue practicing vocabulary through self research, group work, or digital tools to strengthen retention and application. Using new words in daily communication, writing tasks, and discussions reinforces meaning and helps learners develop a deeper understanding of vocabulary in context. For future researchers, it is recommended to conduct studies with larger and more diverse participant groups to ensure broader applicability of findings. Investigating the long term impact of game based vocabulary learning, especially on related skills like spelling, reading comprehension, or speaking fluency, would also provide valuable insights. Furthermore, as digital learning becomes increasingly prominent, exploring how online Spelling Bee platforms or mobile applications affect student engagement and vocabulary retention could help modernize vocabulary instruction. Finally, researchers may benefit from researching students' emotional responses to game based learning to better understand how motivation, anxiety, and enjoyment influence vocabulary acquisition.