

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and data analysis regarding the effectiveness of the Velcro Darts Game in teaching vocabulary to seventh-grade students at SMPN 1 Barabai, it can be concluded that the Null Hypothesis (H_0) is accepted and the Alternative Hypothesis (H_a) is rejected, as there is no statistically significant difference in vocabulary improvement between the experimental group taught using the Velcro Darts Game and the control group taught using conventional methods. The hypothesis testing produced a t-test value (t_0) of 0.550, which falls considerably below the critical t-table value of 2.010 at a 5% significance level, confirming the absence of statistical significance. Nevertheless, the Effect Size analysis using Cohen's d formula yielded a value of 0.156, indicating that the game still exerts a positive, albeit low, effect on students' vocabulary development. This limited effectiveness can be attributed to four recurring difficulties observed during the treatment sessions: students frequently lost focus when it was not their turn to throw, classmates responded to missed throws with mockery rather than encouragement — thereby raising students' affective filters and inhibiting language acquisition — and students paid insufficient attention to vocabulary explanations delivered mid-game. Additionally, a significant number of students required multiple throwing attempts due to limited accuracy, consuming a disproportionate share of the 2×40 -minute sessions and reducing the overall frequency of vocabulary practice.

B. Suggestion

Based on the research conclusions and the specific difficulties observed in the classroom, the researcher proposes several suggestions:

1. For English Teachers

- **Establish Clear Ground Rules:** Before implementing physical games like Velcro Dart game, teachers should set strict behavioral expectations to foster a supportive environment. Discouraging mocking and promoting peer encouragement will help lower students' anxiety and affective filters.
- **Optimize Time Management:** To combat time inefficiency caused by poor throwing accuracy, teachers might consider limiting the number of throwing attempts per student or reducing the throwing distance to speed up the game mechanics.
- **Integrate Active Listening Tasks:** To ensure students remain engaged when it is not their turn, teachers can provide supplementary worksheets or group scoring tasks that require students to actively record the vocabulary words their peers land on.

2. For Students

- **Maintain Focus and Respect:** Students should strive to remain attentive not only during their turn but also when their peers are participating. Paying

attention to the teacher's explanations between rounds is crucial for absorbing the target vocabulary.

- Support Peers: Fostering a positive classroom culture by encouraging classmates, rather than mocking them for missed throws, will create a better learning environment for everyone.

3. For Future Researchers

- Modify Game Variables: Future studies can explore modified versions of the Velcro Dart Game that minimize physical skill requirements, thereby dedicating more class time directly to linguistic objectives.
- Combine with Other Strategies: Researchers may investigate the effectiveness of pairing the Velcro Dart Game with other instructional media or cognitive strategies to see if a blended approach yields statistically significant vocabulary improvements.