

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study aimed to improve the vocabulary of fifth-grade students and explore their perceptions through the implementation of the Make a Match cooperative learning technique. This research conducted over two cycles, using Make a Match with instructional materials focusing on the topics "Month and Date" in Cycle I and "Parts of our Body" in Cycle II. The result data from the pre-tests and post-tests demonstrated significant improvements in the students' vocabulary acquisition. The class average scores increased from 44.6 in the Cycle I pre-test to 62 in the Cycle I post-test, and from 55.8 in the Cycle II pre-test to 70.7 in the Cycle II post-test. These quantitative results indicate the success of the Make a Match technique in helping students passing the minimum passing grade of 65 and effectively developing their lexical recognition and retention skills.

Additionally, result data from the student questionnaires revealed highly positive perceptions of the implementation of Make a Match. The majority of students agreed that this technique made English learning fun and interesting, enhanced their classroom participation, and significantly increased their confidence in remembering new words easily. The feedback also highlighted that while early challenges such as classroom noise and gender-biased pairing shyness existed, they were successfully managed through structural refinements, including the integration of cued background music and bright, picture-based flashcards. Overall, the study demonstrates that the Make a Match technique can significantly improve primary students' vocabulary mastery and foster a vibrant, active, and positive learning environment.

5.2 Suggestions

In consideration of the data conclusions and classroom limitations identified during the research process, several targeted suggestions are put forward:

5.2.1 For Teacher

Teachers are highly encouraged to implement the *Make a Match* technique, or other interactive game-based activities, as a regular instructional strategy in the classroom. This approach is effective in boosting students' active engagement, preventing routine boredom, and creating a low-stress learning environment, which is highly suited to the characteristics of young learners. Furthermore, teachers should establish clear behavioral rules and structured routines—such as using time limits or audio cues—to manage classroom noise and address social hesitation during pair activities.

5.2.2 For School

The school is suggested to provide better supporting educational facilities and media, such as LCD projectors, sound systems, and a wider variety of visual aids. Having access to these facilities will allow teachers to move away from traditional, teacher-centered lectures and easily design modern, technology-enhanced, and interactive lessons that capture students' attention more effectively.

5.2.3 For Future Researchers

Future researchers are suggested to use the findings of this study as a useful reference for conducting similar research. Since this study focused on elementary school students and specific vocabulary topics, future researchers could expand the scope by applying the *Make a Match* technique to different language skills, such as speaking or reading, or implementing it across different grade levels and larger sample sizes to further validate its effectiveness.