

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the classroom action research conducted over two cycles, it can be concluded that the implementation of memory-based games specifically crossword puzzles and matching games can improving both the vocabulary mastery and motivation in learning English of the fourth-grade students.

The empirical evidence shows a steady, significant improvement in students' vocabulary mastery across the research phases. The classroom mean score gradually rose from 58.75 in the pre-test, to 69.58 in Cycle 1, and successfully reached 80 in Cycle 2, with 76.9% of the students passing the mandatory minimum mastery score (KKM). This academic success was explicitly driven by the strategic modification of the games in Cycle 2, which shifted the learning process from passive vocabulary recognition to active production. By requiring students to immediately construct simple sentences using paired flashcards in the matching game, their contextual retention was strengthened. Furthermore, the crossword puzzles forced students to map words letter-by-letter into the grid, which drastically minimized formatting memory gaps and directly enhanced their spelling accuracy, resulting in nearly error-free vocabulary production across the class.

In addition to academic scores, the utilization of memory-based games enhances students' motivation in learning English. The data from the evaluation cycles showed a positive shift in student engagement, where the average motivation score rose from 75.5% to 76.7%, elevating the students enthusiasm from the “High” to the “Very High” motivation category. The root cause of this sustained motivation was the structural transition to smaller, dynamic groups of five students during the game sessions. Downsizing the groups successfully fostered higher individual accountability and eliminated traditional classroom monotony. It ensured that every young learner actively participated in decoding word meanings and collaborative problem-solving, rather than merely performing mechanical tasks or getting distracted by the competitive pursuit of winning. Consequently, the strategic refinement of these memory-based games proved improving students’ motivation and vocabulary in a rural educational setting.

#### **5.2 Suggestion**

Based on the conclusions of the research, the researcher proposes several practical suggestions for English teachers and future researchers who intend to implement memory-based games in the classroom.

For English teachers, it is highly recommended to utilize memory-based games, such as crossword puzzles and matching cards, to enhance students' vocabulary mastery and motivation in learning English. However, teachers must carefully consider the timing of the lesson. It is strongly advised not to conduct these intensive game activities or evaluations during the final hours of the school day. Conducting the activities earlier in the morning ensures that young learners maintain optimal focus, energy, and concentration, which will ultimately yield better learning outcomes and prevent emotional fatigue.

Similarly, future researchers who wish to conduct similar classroom action research are suggested to better manage the classroom timeline and school scheduling. To avoid situational constraints like physical fatigue and decreased student focus near dismissal time, the data collection phases, especially post-test administration and questionnaire distribution should be scheduled during prime morning sessions. This adjustment is crucial to help obtain more accurate, stable, and objective data regarding the students' true academic potential and learning motivation.

