CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions based on the research findings and data analysis discussed in Chapter IV. It also provides suggestions for teachers, students, and future researchers.

5.1 Conclusion

Several inferences about the efficacy of the Ball Toss Review Strategy in enhancing students' vocabulary mastery can be made based on the findings of the study carried out at SMA Negeri 1 Kuta Baro and the data analysis shown in Chapter IV.

First, the students' initial state prior to the strategy's deployment revealed that their language mastery was still lacking. The pre-test results, which showed a mean score of 45.94, support this. Only one student met the Minimum Mastery Criterion (KKM), which is 70, while the majority of students failed to do so. This condition indicates that students struggled to learn new words, comprehend their meaning, and use language correctly in context. Additionally, students were less engaged, less self assured, and less motivated to learn English, and the learning process tended to be teacher centered.

Second, students' vocabulary mastery significantly improved following the application of the ball toss review strategy. According to the post-test findings, every student met the KKM, and the mean score rose to 75.94. The method was successful in improving students' vocabulary mastery, as evidenced by the improvement of thirty points. Additionally, the drop in the standard deviation from

10.1602 to 6.3163 shows that following the intervention, students' skills became more reliable.

Third, the significance value (Sig. 2-tailed) was 0.000, which is less than 0.05 (0.000 < 0.05), according to the inferential statistical analysis utilizing the paired sample t-test. This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. A significant difference between the pre-test and post-test scores is shown by the computed t-value (t-count = -15.492), according to the paired sample t-test result. Thus, it can be said that the treatment given during the learning process is what led to the growth in students' vocabulary knowledge rather than chance. This finding suggests that the gain in students' vocabulary growth is both statistically significant and practically significant.

Fourth, a number of pedagogical factors can be used to explain the ball toss review strategy's efficacy. By directly immersing students in the learning process, the approach encourages active learning. Students are more motivated and engaged when they are forced to participate, respond to questions, and engage with their peers.

Additionally, using physical exercises like tossing and catching a ball fosters a fun and engaging learning environment. This boosts students' confidence in their ability to learn English and lessens their worry. Additionally, the strategy's interactive nature offers vocabulary reinforcement and repetition, both of which are crucial for vocabulary learning. Additionally, the approach facilitates group learning by enabling students to gain knowledge from one another via conversation

and engagement. As a result, this approach is quite successful in promoting vocabulary acquisition because it combines interaction, exercise, and repetition.

The Ball Toss Review Strategy is a successful teaching method for enhancing students' vocabulary knowledge as well as their engagement, motivation, and confidence in the learning process, according to all of the aforementioned studies.

5.2 Suggestion

Based on the conclusions above, the researcher would like to provide several suggestions for teachers, students and future researchers.

5.2.1 For Students

It is anticipated that students would participate in class activities with greater confidence and activity. To increase their vocabulary knowledge, they should utilize interactive learning techniques like the ball toss review strategy.

Additionally, both within and outside of the classroom, students should routinely practice their vocabulary. Regular practice will improve their language retention and enable them to communicate effectively.

In order to improve their vocabulary comprehension, students are also urged to work together with their peers and participate actively in discussions.

5.2.2 For Teachers

It is strongly advised that teachers use the Ball Toss Review Strategy as a different approach to teaching English, particularly when it comes to teaching vocabulary. This approach has been shown to boost students' interest and engagement in the classroom while also improving their vocabulary mastery.

Instructors should be imaginative while creating educational exercises by using interactive and captivating techniques. Without the need for costly or complex equipment, the use of basic media, like a ball, can improve the effectiveness and enjoyment of the learning process.

Teachers are also urged to establish a student centered classroom where students actively participate in their education. Students will be more driven and self assured in sharing their thoughts and responding to inquiries as a result.

5.2.3 For Future Researchers

It is recommended that future researchers investigate the ball toss review strategy in various situations, including different grade levels, disciplines, or educational settings.

They can also investigate other factors including students' motivation, curiosity, or speaking abilities that might affect learning outcomes. To get more thorough and varied results, future research can also compare the ball toss review strategy's efficacy with other interactive learning techniques.

Therefore, it can be concluded that the ball toss review strategy is an extremely effective teaching strategy for improving the vocabulary comprehension of first grade senior high school students.