

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

Based on the findings gathered from observations and interviews, the researcher got teachers and students to explain how the treasure hunt game was implemented in jumbled sentences of descriptive text material. As a result, the researcher will draw some important conclusions from the findings. The researcher formed two research objectives regarding the implementation of the treasure hunt game in jumbled sentences of descriptive text material in the seventh grade at one Islamic Junior High School in Banjarnegara. The second question addresses the factors that support and obstacles in the implementation of a treasure hunt game in writing skills in the form of jumbled sentences, particularly in descriptive text materials. Here are the conclusions developed with a particular theme:

1. The implementation of the treasure hunt game in jumbled sentences of descriptive text material at one of the Islamic Junior High Schools in Banjarnegara involves two stages: preparation and implementation. 1) The preparation stage includes creating lesson plans, choosing the location, creating media, and item placing are all carried out by the English teacher. 2) implementation, which has three stages: pre-game, which includes class division, theme selection, and first clue discussion. In the game stage, students search for all hidden items using the clues. And post-game is the final stage. The students' writing skills start to improve at this point. The items that have all been located are now translated and arranged according to the themes randomly chosen at the beginning of the game. When a piece of text does not fit the theme, students must search through all groups to combine the descriptive text fragments into one coherent text.
2. Supporting factors relating to the implementation of the treasure hunt game in jumbled sentences of descriptive text material are 1) the learning medium created by the English teacher and school infrastructure, 2) Students' basic English abilities are beneficial for the game to work smoothly, 3) How students play games, including their precision, patience, and other characteristics, and the last is 4) The teacher's efforts include setting up the game and assisting students when they encounter problems. In addition to the above supporting factors, the obstacles in the treasure hunt game are as follows: 1) The length of time needed by the English

teacher to set up the game so that it can operate properly, and 2) the limited vocabulary that students have, which forces them to open the dictionary when comprehending the clue regularly.

## **B. Recommendations**

Based on the conclusions, the researcher recommends that English teachers, students, and future research projects regarding implementing the treasure hunt game in jumbled sentences of descriptive text material as follows.

### 1. For the English teachers

After evaluating the difficulties English teachers face with the length of the game preparation process, the researchers recommended that English teachers design media that may be utilised all over again to minimise time. Additionally, the researcher recommends English teachers use treasure hunt games at least once while teaching students descriptive text material because it is highly engaging for students. Furthermore, Teachers must be patient when implementing this Treasure Hunt Game game.

### 2. For Students

To improve writing skills, students should practice English a lot. Students should always be enthusiastic and motivated to learn it. Additionally, students need to expand their vocabulary to make learning writing skills easier.

### 3. For Further research

The researcher expects that the results of this thesis will serve as a reference for future researchers interested in conducting research that relates to implementing the treasure hunt game to improve students' writing skills in descriptive text. It is hoped that future researchers can improve this research, as it undoubtedly has many weaknesses in generating new knowledge that becomes better. The implementation of the treasure hunt game in writing skills of descriptive text in the form of jumbled sentences carried out by English teachers at one Islamic Junior High School in Banjarnegara was identified by the researchers to be in the form of jumbled sentences that spread throughout all of the groups, which is interesting. Therefore, the researcher recommends that future researchers conduct experimental research regarding that type of jumbled sentence.