

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion according to the research findings and discussion in previous chapter.

#### **A. Conclusion**

The implementation of using list group label in teaching and learning English is really helped the students as the support in studying English, especially in improving their vocabulary. There is significant differences between students that are taught by using this strategy( experiment class) and students that are not taught by using this strategy( control group). The percentage between experiment class and control class has determined before. The students that are taught by using this strategy has more improvement than the students that are not taught by using this strategy. It means that by using the other strategy or the strategy that is served by the book is also has an impact. However, by using this strategy or applying it will help and support more the learning process. The treatment that is given to the students in learning process affect the students academic vocabulary. Students that have some difficulties in mastering vocabulary, slowly understand the way to mastering the vocabulary by themselves.

List-Group-Label is the method that usually easy to be applied. It takes both teacher and students to work in this strategy. Students will mention as much as possible the word that they do not know or even they never know before. Then the teacher's role is help them to know what the

word means. When the teacher do not know the meaning, it could be their guide, reasons to also improve their vocabulary for the better teaching. The teacher should also improve their capacity. The best part of this strategy is the first part when the students should mention the word as long as they know, then they group the word to help them remember the meaning of that word. The in the last part, by labelling the word that has been mantioned, student will easliy memorize. When they want to recall the memory that related to some word, there is a like standard as the basic, thus they will remember the meaning quickly. Actually, vocabulary grows in English. Therefore the implementation of this strategy in teaching learning process in English, especially EFL students is recommended. This method is recommended not only to teach Senior high school student, it is proven succesful to teach vocabulary at Junior high school.

## **B. Suggestions**

Based on the result of this present research. The researcher may have some suggestions that is stated as follows:

### 1. For the English Teacher

Teacher should master not only regular strategy in teaching and learning English. They may have more than one strategy in one meeting. Applying more than one strategy is aimed to facilitate the student's ability in individually and in group. The use of this strategy is aimed to actually to help the teacher in diversifying the strategy in one meeting. It also may help when the teacher get confused to explain some materials that have some difficulties to explain. This startegy may be the

alternative strategy that could help the teacher in various difficulties of teaching and learning process. Teacher should be a good facilitator to their teacher in applying this strategy.

2. For the next reasercher

In applying this strategy as the reseacrh is suggested in other level of learning English. Applying this startegy to other level means like in the nineth grades or eight grades. This research is not prefect yet. There some difficulties also when the researcher applying this strategy like selecting the materials. The present research is using descriptive text as the materials. This strategy should be applied in other materials like procedure text, recount and etc, to know the more effectiveness of this strategy.

3. For the students

The researcher hopes the studentscould also apply this strategy not only in the school. The way to improve the students vocabulary mastery is considered. The purposes of introducing this strategy to the students in to help them solve the problems that sometimes they face in learning English. This strategy is proven could give the motivation to the students. The students at junior high school are still love to teach by the fun strategy. Therefore ny using this strategy students are hoped be fun but serious in learning English.