

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After the data were analyzed, the researcher has some conclusion about the effectiveness of Semantic Feature Analysis on students' vocabulary acquisition of at second grade of MTs Darul Huda Wonodadi Blitar. It can be concluded that students' vocabulary acquisition before being taught by using Semantic Feature Analysis is generally get enough score. It can be seen from the mean of total score of the students is only 61.21. While the students' vocabulary acquisition after being taught by using Semantic Feature Analysis is better than students who were taught without Semantic Feature Analysis. It is shown from the mean score of students' vocabulary acquisition is 77.67.

In addition, the result of t-test can be concluded that significant value (sig-2 tailed) was 0.000, and it was smaller than 0.05 ($0.000 < 0.05$). It means that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. Thus, it can be interpreted that there was significant difference on students' score between students who were taught by using Semantic Feature Analysis and conventional method. It means that

Semantic Feature Analysis was effective on students' vocabulary acquisition.

B. Suggestions

After conducting this research, the researcher proposed suggestions for English teacher, students, and other researcher. First, for English teachers are suggested to use Semantic Feature Analysis to facilitate teaching vocabulary since it has proven that Semantic Feature Analysis is effective to enrich students' vocabulary acquisition. Therefore, the teachers should prepare the material well before they applied to the students. In addition, the English teacher should apply the strategy that are not only interesting, but also appropriate with the subject and the students' need. The teacher can apply Semantic Feature Analysis as a strategy of teaching learning process because it can help students easier in learning English, especially vocabulary.

Second, for students are suggested to improve their vocabulary acquisition to make easy in understanding English. The students may improve their ability by doing many kinds of activities. One of the activity that can be used is Semantic Feature Analysis. It can be implemented with the whole group, small group, or individual.

Last, for the other researchers. It is suggested to conduct further research on similar area by improving the methodology or to use it as a reference to conduct a further research related with Semantic Feature

Analysis in difference area of teaching. In addition, the other researchers are suggested to limit the kind of vocabulary, especially dealing with the 'concrete' vocabulary.