

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents a conclusion and suggestion based on the research findings and discussion presented in the previous chapter.

A. Conclusion

Based on the research results that were described in Chapter IV, it can be concluded that there was a significant difference score in vocabulary of the students' taught by using LINE Webtoon Application and those taught by using conventional method of the first grade of MAN Kota Blitar in the academic year 2019/2020. Therefore, LINE Webtoon Application was effective used for teaching vocabulary. The effectiveness of LINE Webtoon Application is shown in the following descriptions:

1. The students' achievement in vocabulary taught by using LINE Webtoon Application was very good. Their mean score in pre-test was lower than in post-test. It can be seen from their mean score pre – test was 69.57 and their mean score of post-test was 86.57. The gained of the mean score of Experimental class between pre-test and post-test was 17. It means that LINE Webtoon Application was effective to teach students' vocabulary.

2. The students' achievement in vocabulary taught by using conventional method was fair. Their mean score in pre-test was low than in post test. It can be seen from their mean score pre – test was 52.00 and their mean

score of post – test was 58.71. The gain of the mean score of Control class between pre-test and post-test was 6.71.

3. Based on the statistical analysis using independent t-test with SPSS *16.0 for windows* at the significant level of 0.05, the result of the independent t-test showed that significant value (sig-2 tailed) was 0.00, and it was smaller than 0.05 ($0.00 < 0.05$). So, the alternative hypothesis (H_a) that states “There is significant difference mean score in vocabulary of the students taught by using LINE Webtoon Application and those taught by using a conventional method at the first grade of MAN Kota Blitar” is accepted, while the null hypothesis (H_0) that states “There is no significant difference mean score in vocabulary of the students taught by using LINE Webtoon Application and those taught by using a conventional method at the first grade of MAN Kota Blitar” is rejected.

B. Suggestion

The finding of the research shows that the used of LINE Webtoon Application was effective in teaching students' vocabulary mastery. Therefore, the writer tries to give some suggestion addressed for the teachers, students', and future researcher, as follows:

1. For the Teacher

In order to succeed in teaching English, the teacher is supposed to stimulate and motivate students' in vocabulary mastery while applying LINE Webtoon Application because the students' usually confuse to understand English, and sometimes they feel bored with monotonous method in teaching

vocabulary. Moreover, the teacher hoped to create a relax atmosphere, in order the learning process will be enjoy.

2. For the Students

The students should be active in the classroom and pay attention more in understanding new vocabulary. Because, vocabulary is the basic component of language and it can help to improve the four skill (reading, speaking, listening, and writing) in English. In addition, this media can't only use in the classroom, but they can also use it at outside the classroom or at home. Because, it has been installed on their smartphone. So, that they can be used it whenever and wherever when they want to get many new vocabulary.

1. For the Future Researcher

In this study, the researcher used LINE Webtoon Application to examine students' vocabulary mastery. As this research is not perfect yet, it is suggested for the future researcher to conduct further research on the similiar area, especially by using LINE Webtoon Application for examine other aspects skill in English such as, listening, pronunciation, and speaking at different level.