

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions. On the basis of those findings, the suggestion then could be made.

A. Conclusion

The research was an action research that aimed to improve the tenth grade students of Vocational High School of Bandung Tulungagung by using Vocabulary Self-Collection Strategy (VSS). It was conducted in two cycles involving two meetings for each cycle. The first cycle was conducted on Friday, April 22nd 2016 and Thursday, April 28th 2016. Meanwhile, the second cycle was on Friday, April 29th 2016 and Thursday, May 12th 2016. The actions were implemented in particular at X AK-2 class considered as the class which was very cheerful and cooperative to teach. The subjects of the research were 37 students of X AK-2 class.

The students' improvement on vocabulary mastery could be seen based on their participation in the teaching and learning process and the result of pre-test and post-tests. The students participated actively in the class and showed their interest and attention in the English class. They had fun when they were asked to go forward to write their selected words on the board. The strategy also supposed them to work in groups so that they could share the ideas with their friends. They could guess the meaning of unfamiliar words based on the context of the text as well. After deciding the meaning through the context, they could check their guessing meaning by looking up dictionary. Moreover, the students' score in post-tests were higher than that in pre-test. The mean scores of the two tests also improved significantly. Hence, it could be concluded that the implementation of Vocabulary Self-

Collection Strategy (VSS) was successful in particular to improve the students' vocabulary mastery.

Practically, Vocabulary Self-Collection Strategy (VSS) is effectively used to solve the problem through the following steps:

1. Teacher prepares some texts.
2. Teacher asks the students to make groups; each group consists of 5-6 students.
3. Teacher distributes 10 identical texts for each group.
4. Group 1 chooses firstly, continued by group 2, and so forth.
5. As the group has decided on which text they want to learn, teacher delivers the same texts for all members.
6. A text for a student.
7. Teacher also distributes Student's Recording Form for all the students.
8. Teacher reads aloud all the texts one by one.
9. The students listen to the teacher while they are trying to understand the text.
10. Teacher instructs the students to discuss with their group to determine what kind of invitation their texts are.
11. Teacher asks the students to discuss with their group to find some words which is important to help understanding the text and interesting to be learned.
12. Teacher instructs all students to write their "their group's words" in their notebook.
13. The teacher observes the group's work by going around.
14. The teacher helps the groups that find difficulties in completing the instruction.
15. The teacher motivates the passive students in group to be active.
16. Teacher asks the representative of each group to write three of "their group's words" on the whiteboard.
17. The representatives must be different from earlier.

18. The representative of groups read the chosen word.
19. The teacher prepares some questions based on the strategy.
20. The students presents their word by answering the following questions:
 - a. Where is the word found in the text?
 - b. What do members of the group think of the meaning of the word?
 - c. Why do members of the group decide on that word and why do other students need to learn the word?
21. If there is wrong answer, the teacher will give some clues related to the word.
22. Teacher adds some words which are also important and interesting to be learned.
23. The teacher distributes one dictionary for one group to check the meaning of the chosen words.
24. Teacher asks all students to write the words found by other groups in their notebook.

For all of the steps above, the researcher can apply around 40 minutes for fifth meeting.

B. Suggestion

Based on the findings of the Vocabulary Self Collection Strategy implementation, some suggestions are addressed to:

1. The teachers

It was expected to the English teachers that the results of this study could be one of the references to teach English vocabulary towards the students in an enjoyable way that is by attaching the teaching of English vocabulary on the teaching of reading comprehension by using Vocabulary Self-Collection Strategy.

2. The next researchers.

After reading the results of this study, the next researcher is suggested to not only use the Vocabulary Self-Collection Strategy to increase the students'

vocabulary mastery through the teaching of reading comprehension, but also to make a simple paragraph or a short role play script.