

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions from previous chapter the findings and discussions on the chapter IV. The conclusion then could be made.

#### **A. CONCLUSION**

The research was an action research that aimed to improve the eight grade the students vocabulary mastery of MTs Assyafi'iyah Gondang Tulungagung by using Short Story as Media. It was conducted in two cycles involving three meetings in each cycle. The first cycle was conducted on Thursday, 03<sup>rd</sup> August 2017 as first meeting in cycle 1, Monday 07<sup>th</sup> August 2017 as second meeting in cycle 1, and Thursday 10<sup>th</sup> August 2017 as the Post test in cycle 1. Meanwhile, the second cycle was on Monday 28<sup>th</sup> August 2017 as first meeting in cycle 2, Thursday 31<sup>st</sup> August 2017 as second meeting in cycle 2, and 11<sup>th</sup> September 2017 as post test cycle 2. The action were implemented on 8<sup>th</sup> grade class E considered as the class which was very noisy students'. I was motivated to increase the students' vocabulary mastery on these class. The subjects of the research were 36 students of 8<sup>th</sup> of class E.

The students' improvement on vocabulary mastery could be seen based on their learning participation in the teaching and learning process using Short Story as Media and based on their result of preliminary study and post-tests. The students participated in the class at first meeting has low participation cause the

class condition still noisy and inordinately. There are few parts of students has low motivation to learning English, and they don't interest in learning English.

Finally, on the first meeting the researcher was giving motivation to the students to more seriously to learning English, because learning English is important for their Future. In the second meeting, the researcher could saw students more interesting in learning English using short story as media. The researcher could be seen that students' participation in learning vocabulary was increase. It could be seen that students giving a reaction when the researcher giving some questions for them. The students' vocabulary mastery also increased in each meeting, it could seen based on their result when the students doing the task at the Short Story paper. The students could comprehend the meaning of the Short Story, although in each meeting the theme of Short story was changed. It happens, because the students comprehend the meaning in each sentence and they get meaning of the text. Although, the students' score in post-test cycle-1 were higher than preliminary study, but its' better than before the implementations of using short story as media. The researcher would apply the cycle-2, because the students' score was low than minimum score based on criteria of the success.

In the implementation of cycle-2, the researcher apply more interesting Short Story with different theme to the students give more interested in learning Vocabulary and more variously vocabulary on the students task. In this cycle the researcher could seen the students vocabulary mastery was increase. It could be seen when the students score was increase better than the cycle-1. Moreover, the students' score in post test cycle-2 were higher than cycle-1. The students' score

were improved significantly than cycle-1. Hence, it could be concluded that the implementation of vocabulary as media was successful to improve the students' vocabulary mastery.

Practically using Short story as media is effective to solve the students vocabulary problem through the following steps :

1. The teacher must giving instruction to the students to conditioning the class.
2. The teacher prepared the short story paper to the students.
3. One short story paper to one student's.
4. The teacher asks to the students to read the Short Story paper individually.
5. The teacher asks to the students to find the difficulties words at the Short Story paper to comprehend the meaning of sentences.
6. The teacher giving instruction to students to asked the teacher if they get any problem to comprehend the meaning of Short Story.
7. The teacher must walk around the class to ensure the students comprehension.
8. The teacher giving instruction to students to doing the task individually then asked the teacher if students get some question.
9. The teacher asks the meaning of the sentences to students based on the Short Story paper.
10. The teacher giving instruction to all of students to write on their notebook the vocabulary was their get in the last meeting.

11. The teacher discussed the meaning of short story paper in the end of meeting.
12. The Teacher giving instruction to Students memorizing the vocabulary was they get in each meeting.
13. The teacher giving motivate to students in the last meeting.

For all of the steps above, the researcher must apply in each meeting to students get the more vocabulary and must give attention to the classroom condition.

#### **B. Suggestion**

Based on the implementing of the Using Short Story as Media to improve the students' vocabulary mastery, some suggestions are addressed to :

##### **1. The Teacher**

It was expected to the English teachers that the result of this study could be one refference to teach English vocabulary towards the students in an enjoyable way to teach English vocabulary to more attractively by using Short Story as media in learning process.

Using the Short Story as media proven to be effective way to increased the students' vocabulary mastery. Hence, this strategy must used to increase the students' vocabulary mastery.

##### **2. The Next Researcher**

After the result of this study, the next researcher is suggested to seen classroom condition before used the Short Story as Media. Because, the classroom

condition is a influential part in teaching vocabulary. Without see these influential part, the researcher would get difficulties to used the Short story as media to increase the students vocabulary mastery.