

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents discussion about conclusions and suggestions. The conclusions are described based on the result in previous chapters while the suggestions will be used as consideration for the teachers, students, and also other researcher who wants to use List-Group-Label Strategy.

5.1 Conclusion

The writer concludes that there is a significant difference in the students' achievement of academic vocabulary mastery between the experimental and the control groups after they got the treatment. In addition, the percentage of the students' improvement in mastering academic vocabulary has been determined which suggests that List-Group-Label strategy is effective strategy which contributes to the students' academic vocabulary mastery. The treatment which is given to the experimental group affects the students' academic vocabulary mastery. It can be applied easily in the teaching and learning process and make the students participate in the learning activities actively. Although the implementation of List-Group-Label (LGL) strategy takes time for both the teacher and the students, it can give beneficial for the students. It can develop their academic vocabulary knowledge by listing, grouping, labelling the unfamiliar words, and getting the feedback from the teacher and the students.

5.2 Suggestion

From the discussion of the result of the study, some suggestions can be stated as follows:

1) For English teachers

They need to be considered appropriate strategy which can be integrated with reading activities in the teaching and learning academic vocabulary. They are expected to be able to apply not only the regular method but also the strategy of teaching that involves collaborative learning in which the students can work in a group and learn independently. Besides, it is important for the teachers to make the teaching and learning process more engaging and motivating the students to improve their academic vocabulary mastery. It is suggested that the teachers can use List-Group-Label (LGL) strategy as an alternative strategy to improve students' academic vocabulary mastery. In order to apply this strategy, the teacher should become a good facilitator in the learning activities for the students.

2) For the Other Researchers

For the further writer, this research is not perfect yet. It is suggested to conduct list-group-label strategy can be implemented not only in descriptive text but also in all kinds of text and they are supposed to conduct the study by giving more treatment.