CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions from the findings and discussions on the basic of those findings, the suggestion could be mode.

A. Conclusion

The study was used the Classroom Action Research (CAR) method to solve students' problem. In this study, the researcher used the Kemmis and Mc. Taggart design consisted of four phases. Those were planning, implementing, observing, and reflecting. Based on the phase that had did by the researcher, it could be summarized that, in general, this study was successfully in improving students' vocabulary mastery using realia at the seventh grade E MTs Assyafi'iyah Gondang in academic year 2013/2014. In addition the students were more active in the teaching learning process.

The implemented technique gave positive result on the students' scores. The criteria of success are achieved when 75% of individual students' score in vocabulary is equal to or above 75. In fact, the result of the test showed that after the implementation of realias 26 students (89.65%) get the score above 75 (KKM) and the average score is 80.17. Realia could be used as an alternative media for teacher in helping the students memorize vocabulary by following procedures:

1. The researcher asked the students to come forward and mentioned the part of body that they knew on the visual aids. One by one they were asked to show and say what the part of body that he/ she touched.

2. The researcher asked him/ her "what is this?" with other object. After that, the researcher mentioned some parts of body, and asked him/ her.

By analyzing students' score in preliminary study, the researcher found that the students' scores were low. Their mastery of English vocabulary needed to be improved. Only 12 students among 29 students could pass the test in preliminary study.

From the first cycle, the researcher found out that the students' vocabulary mastery was increasing. There were 20 students who passed the vocabulary test while the other 9 students were unsuccessful. Compared with the result of the vocabularies test increased from 41% to 68%. However, this cycle was unsuccessful.

Then, from the second cycle, there was a significance development in the students' vocabulary mastery. In the second cycle, there were 26 students who passed the test and 3 failed. It means that more than 80% of the students (89.65%) were able to do the test given by the researcher while 3 students (10.34%) were not able to do the test.

From this research, it can be concluded that implementing realia can improve the students' vocabulary mastery.

B. Suggestion

Based on the findings of the semantic mapping implementation, some suggestions are addressed to:

1. The teacher

   It is suggested for the English teacher to improve students'
   vocabulary mastery through mnemonic strategy appropriate with
   the material. The students will be motivated and interest in
   teaching and learning process.

2. The students

   From the action research done especially in MTs Assyafi'iyah
   Gondang, the technique will help the students to improve their
   vocabulary mastery in four language skills: reading, speaking,
   listening and writing. The teachers advisable to use strategy
   continuously because those are have many advantages in
   supporting the teaching learning process.

3. The next researcher

   For further researcher, this study can be used as contribution to do
   further research, especially in the junior high school with different
   subjects, or different design, such as to improve students'
   vocabulary mastery.