

# **CHAPTER V**

## **CONCLUSION AND SUGGESTIONS**

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### Conclusion and Suggestions

In this chapter, the writer would like to give a conclusion and suggestions.

#### 5.1 Summary

From her experience carrying out her PPL at SMAK St. Stanislaus, she found that SMA students vocabulary's is limited. They get difficulties in comprehending English passage because their vocabulary is limited. They can only comprehend the passage with short stories consisting of simple words. They are in difficulties comprehending the passage with long stories consisting of complex words or unfamiliar vocabulary.

SMA students must achieve the objective of English learning, that is, being able to read English text. Therefore, the students, among others, should have sufficient vocabulary.

Many language experts asserts that meaningful way of teaching can be done through context. Teaching vocabulary through reading passages or isolated sentences can be included into teaching vocabulary through context.

Teaching vocabulary through context can develop students' vocabulary, because the students can memorize the new words for longer time.

As a part of language mastery, vocabulary improvement is very important in a foreign language learning and teaching. The learning of vocabulary should be done continuously in order to comprehend reading materials. Reading passage is the best material to enrich or develop the student's vocabulary because the reading passages contain messages expresses in logically and meaningfully related words put in contexts. Since contexts determine the meanings of words, the teaching of vocabulary through reading passages, then, will enable the student's to grasp the totality of word meanings more easily. The more words they know, the more successful they will be in their reading activities. All words in any reading passage are contextual. In order to help the students develop their vocabulary, the teacher should remind them to pay close attention to the contexts containing the words he intends to teach. If they still find difficulties to get the meanings, he should provide a variety of contexts in which the intended words can be used that will help them to get the ideas more easily. The teacher should concentrate mainly on the uses of words in contexts rather than in isolation because illustration of

words in various sentences are more helpful to the students than lexical explanations.

Since word meaning varies according to context, the particular meaning of a word generally depends on its relationship to other words in its context. The teacher should tell the students not to look a word up in a dictionary until they have read the whole context in which it occurs.

Contexts are very helpful because they provide information that help the students to understand the meaning of the words for the meaning of the word may be bound to the context. Through contexts, the students are also able to use their knowledge, experience or imagination to guess or identify the meanings of words. The context from which they can make guesses is large in reading passage; therefore, the students should always be encouraged to guess the meaning of the word based on the information found in context and to make use of the four-contextual clues namely: definition, experience, antonym, and synonym provided in the text (Norris, 1972:202).

## 5.2 Suggestions

The writer would like to say that this study may not be as perfect as it is expected to be; however, the writer hopes that the results of this study can help SMA

English teachers in teaching vocabulary.

The writer wants to give some suggestion. Firstly, suggestion for the teachers and secondly, suggestion for further research.

#### 5.2.1 Suggestion for English Teaching

Teaching vocabulary through contextualized explanation using the four-contextual clues technique can be applied from the first year of SMP. The reason is that they are trained to comprehend difficult words through contextualized explanation using the four-contextual clues and to be active in the classroom.

#### 5.2.2 Suggestion for further research

Since this study is a library research, the writer hopes that this study will arouse the readers who are interested in this topic to conduct an experimental study. The purpose of the experimental study is to prove that teaching vocabulary through contextualized explanation in reading passages support the students to develop their vocabulary.

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