CHAPTER V

SUMMARY AND SUGGESTIONS

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5.1 Summary

As stated in chapter 1, vocabulary was one of the most important aspects of language development (Shepherd, 1976: 39). In order for people to be able to listen, speak, read and write, they need sufficient vocabulary (Finocchiaro, 1969: 8). Thus, it could be concluded that vocabulary is the heart of language teaching and learning (Carter & Carthy, 1988: vii).

Unfortunately, the real English teaching and learning practice at school does not pay much attention to and provide more time for the improvement of students' vocabulary achievement. In addition to this, English teachers at school generally do not use various techniques to teach vocabulary. Most of them teach English in the same and monotonous ways as if they just tried to finish the materials on time. This condition has made students bored and could not learn English maximally. Thus, the writer conducted this study to know whether mapping and acronyms could be used as teaching techniques to improve students' vocabulary achievement.

To find out the answer to the question above, the writer did experimental study that was carried out at Stella Maris Junior High School for 24 meetings (from August to November 2003). The experiment involved two groups (the experimental and the control groups), both of them received the same treatments except mapping and acronyms as the independent variable.

To get the data for her study, the writer administered a vocabulary test to the students. From the test, she used the students' scores as the data of her study.

From the data analysis, it was found that the experimental group obtained higher scores than the control group. It means that the experimental group obtained higher vocabulary achievement than the control group. It shows that mapping and acronyms are effective to improve the students' vocabulary achievement.

5.2 Suggestion

Having done this study, the writer would like to give some suggestions to the following people:

5.2.1 English Teachers of Stella Maris Junior High School

According to the result of this study, it was known that there was a significant difference between the students who were taught vocabulary with verbal mapping and acronyms and the students who were taught vocabulary without verbal mapping and acronyms in their vocabulary achievement. The data showed that the experimental group obtained higher score for their English vocabulary test than the control group. Therefore, the writer is very eager to suggest that English teachers should use verbal mapping and acronyms as techniques to teach vocabulary. In addition, she expects that the teachers will be more creative in teaching vocabulary to their students. They have to use various techniques to present vocabulary items so that the students can learn and remember English words easily. Furthermore, it is hoped that English teachers are not only able to teach English but also motivate and

encourage passive students to learn. If possible, they are expected to be students'
friends in learning English.

5.2.2 Students of Stella Maris Junior High School

According to the situation and condition during the treatments, the writer
knew that the students were very happy and enjoyed learning English words by using
verbal mapping and acronyms. Although it was not easy to make acronyms, the
writer suggests that the students try to make their own acronyms because these
techniques help them remember list of words easily. Thus, she expects that the
students will not stop using verbal mapping and acronyms in learning vocabulary,
but continue to use the techniques as their learning techniques to remember meanings
of English words. In addition, to improve their vocabulary achievement maximally,
she hopes that the students will review over and over the results of verbal mapping
and acronyms that they made at home.

5.2.3 Headmistress of Stella Maris Junior High School

According to the reality of teaching and learning process during the
experiment, it was quite impossible to have a quiet situation in class during the
lessons. Thus, the writer suggests that the headmistress not to press and to force both
teachers and students to keep their classes quiet. Crowded situation during the
lessons in class is also acceptable as long as it is under control. Besides, the writer
suggests the headmistress to give teachers freedom to manage their classes and teach

students by using their own styles so that they can develop their creativity and talent to present materials using various teaching techniques.

5.2.4 Other Researchers

Realizing that there were some weaknesses in this study due to some limitations that included the time to conduct the study, the population and the sample to use in the study, and the aspect of vocabulary and the materials that were taught during the treatments, the result of this study was far from the word 'perfect'. Thus, the writer really expects that there will be similar study conducted in a longer period and with wider population in order to obtain more generalizable results.

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