CHAPTER V

CONCLUSION AND SUGGESTION

CHAPTER V

CONCLUSION AND SUGGESTION

At the end of this thesis writing, the writer would like to give a conclusion and some suggestions. She hopes her study can inspire teachers to apply this method in teaching vocabulary.

5.1 Conclusion

As the writer has stated in chapter I, English is considered an important language for it is an international language. Vocabulary as a part of language mastery is important in a foreign language learning and teaching. Unfortunately, most Indonesian students find difficulty or are reluctant to learn and memorize the vocabulary.

Based on the reason above, the writer adapts Cross' statement about Vocabulary Network to teaching vocabulary meaningfully to the students of Eddy's English Course. All words in a vocabulary network are related to each other based on their relation of topic or compound words. Since the words have been grouped and related to each other, the students can learn and memorize the words more easily. They may recall the other related words as well as they remember a word as the headword.

The writer takes one class to do a case study and gives the class a pre-test and a post-test. To analyze the result of the tests, the writer uses t-test. Having analyzed the result of the test, the writer found there is an improvement in

students' vocabulary as presented by their scores. The writer comes to the conclusion that teaching vocabulary meaningfully through VocabularyNetwork enlarges significantly the students' vocabulary of Eddy's English Course. It is shown by the comparison of the increasing marks of the students and the means of the pre-test (65.33) and the post-test (79.66)

5.2 Suggestion

The writer would like to say that this study may be not as perfect as it is expected to be; however the writer hopes that the results of this study can help the teacher to find an effective technique to teach vocabulary to the students. Further, the writer would like to give the following suggestions to English teacher and other researchers.

a. For the Teacher

The writer wants to give suggestion to the teacher to apply this method in real situation, such as in formal school or English course to achieve a better result to enrich the students' vocabulary. Teaching vocabulary through vocabulary network can be applied in variety. The writer suggests the teacher to apply this method in a flexible way, it means the teacher should not follow this technique strictly. He may use pictures, games, flashcard or even giving translation directly to explain the meanings of words. The teacher should be active and creative in presenting the material especially while drawing the vocabulary network. He must try to draw the vocabulary network as simple as possible so that the students will not be confused.

b. For Further Researchers

Since this study is a case study, the writer has only one class as the subject. Further researcher may conduct this study into a comparative study that employs 2 classes to compare the student's vocabulary score taught by Vocabulary Network and another technique. A comparative study is suggested for the purpose of proving further to the effectiveness of teaching vocabulary meaningfully through Vocabulary Network.

BIBLIOGRAPHY

BIBLIOGRAPHY

Carter, Ronald and McCarthy, Michael, 1998, *Vocabulary and Language Teaching*, New York; Longman

Cross, David, 1992, *A practical Handbook of Language Teaching*, New York; Prentice-hall, Inc.

Dillon, George L, 1977, *Introduction to Contemporary LinguisticSemantic*, New Jersey; Prentice-Hall, Inc.

Gronlund, Norman E, 1982, *Constructing Achievement Tests*, Englewood Cliffs, new Jersey, Prentice-Hall, Inc.

Harmer, Jeremy, 1991, *The Practice of English Language Teaching*, London, Longman Group, UK

Heaton, J.B, 1979, *Writing English Language Test: A Practical Guide of Teacher of English as a Second Foreign Language*, London, Longman Group UK

Madsen, Harold. S, 1983, *Techniques in Testing*, Oxford, Oxford University Press, Inc

Mangieri, John. N, 1982, *Elementary Reading: A Comprehensive Approach*, New York; McGraw-Hill

Shepherd, David. L, 1973, *Comprehensive High School reading Method*, Ohio; Charles E. Merril Publishing Co

Soegeng, HS, 1994, *Komunikasi Aktif Bahasa Inggris*, Solo, PT. Tiga Serangkai Pustaka Mandiri