

CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion. The conclusion covers the main point of the research done by the writer. While the other part cover the suggestion for the English teacher and future research.

5.1. Conclusion

Teachers of high school students have to be passionate to teach their students by giving time for them to understand and memorize more about the vocabulary that taught in that day and using effective techniques in the teaching and learning process. The most important thing to learn language is learning the words or vocabulary. There are so many techniques that can be used by teachers to teach vocabulary to the high schoolers, which can also be a technique to improve the students' achievement in vocabulary. One of the techniques is repetition.

This study with the title the effect of teaching vocabulary using repetition to the first graders of junior high school was held to answer the research question which is whether using repetition to teach vocabulary will improve students vocabulary achievement or not.

The writer used pre-experimental study with the pre-test and post-test. The test was in the form of multiple choice and matching vocabulary tests. Before the pre-test was held, the writer tried the test out. There were 30 items at first, and the writer took only 25 items out of 30.

The findings using t-test showed that there is an effect of using repetition to teach vocabulary on the vocabulary achievement of first graders junior high school. The mean of post-test was much higher than the mean of pre-test. It implies that using repetition in teaching vocabulary improves the vocabulary achievement of first grade of junior high school students.

5.2.Suggestion

Based on the findings of this research, the writer would like to give some suggestions for English teachers and further research, which will give some advantages in the future.

5.2.1. Suggestion for the English Teachers

Based on the result of the study the writer would like to say that repetition technique can be considered as an alternative technique to teach vocabulary to the students to improve the vocabulary achievements of the students. The condition can be different if the teacher only teaching based on the book without caring the students need, or the teacher do not want to find an effective technique to help the students in the learning process, but by applying the repetition technique, teachers make an effort to improve the students' vocabulary.

5.2.2. Suggestion for Further Research

There are several suggestions that the writer propose to further research in teaching and learning activity-using repetition, which may help further research to be much better. Those are as follows:

- The test item should be more than 25 questions so that it would help students enrich their vocabulary.
- The treatments should be done more than 4 times so that the effect of repetition would work better.
- It would be better to have more students for the subject so that the result or the effect of repetition technique would be much convincing.
- It would be better to compare repetition technique with other techniques because further researcher can find the effectiveness and usefulness of repetition technique with other techniques and if it is possible to see which technique is better for learning vocabulary.
- The writer suggests using more variant test such as Complete the gaps, Categories, Odd one out, etc because it will help the students to explore their vocabulary through the test.
- The writer suggests using repetition technique for other English skills and component such as pronunciation because by using repetition technique in pronunciation the students would have a habit in pronouncing words properly.

BIBLIOGRAPHY

- Allen, V.F. (1983) *Techniques in Teaching Vocabulary*. Oxford: Oxford University Press.
- Asgari, Azadeh (2010). *The Type of Vocabulary Learning Strategies Used by ESL Students in University Putra Malaysia*. Malaysia, Department of Language and Humanities, Faculty of Educational Studies: University of Putra Malaysia, Serdang, Malaysia.
- Bruner, J. S. (1961). *The act of discovery*. *Harvard Educational Review*, 31,21-32.
- Cole, Michael & Scribner (2004). *Biographical Note on L.S. Vygotsky Mind Society*, 56. Harvard University Press. Cambridge, Massachusetts.
- Cross, D. (1991) *A Practical Handbook of Language Teaching*. London: Longman.
- Ebbinghaus, Herman. (1913). *Memory: a contribution to experimental psychology*. New York city, Teachers college, Columbia university
- Fan, M. (2003). *Frequency of Use, Perceived Usefulness and Actual Usefulness of Second Language Vocabulary Strategies: A study of Hong Kong learners*. *The Modern Language Journal*.87 (2): 222-241.
- Gairns, R. & Redman, S. (1986) *Working With Words*. Cambridge: CUP.
- Hulstijn, J. and Laufer, B. (2001). *some empirical evidence for the involvement load hypothesis in vocabulary acquisition*. *Language Learning* 51, 3: 539-558.
- Langan, John (1998). *Significant part of an effective communication*. 300. Types of Vocabulary. Retrieved May 23th, 2016 from <https://en.wikipedia.org/wiki/Vocabulary>
- Marpuang, Amalia & Zainuddin (2012). *Improving students' achievement in vocabulary by using flashcard*. Medan: English Department, Faculty of Languages and Arts State University.
- Nation, I.S.P. (1990). *Teaching and Learning Vocabulary*. Boston: Heinle & Heinle. O'Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Kupper, L. and Russo, R.

- Ozturk, M. (n.d.) Vocabulary Teaching. Retrieved from.
 May 28, 2017.<http://dergiler.ankara.edu.tr/dergiler/27/758/9640.pdf>.
- Painter, Clare .(1999). *Learning Through Language in Early Childhood*, 28. New York City: The Tower Building. Retrieved from <https://books.google.co.id> A&C book.
- Pittman, W. (2003) Building vocabulary through prefixes, roots and suffixes. *The Internet TESL Journal* 9(7). [<http://iteslj.org/>]
- Scrivener, J. (1994).*Learning Teaching*.UK: Macmillan Heinaman.
- Schmitt, N. (1997). Vocabulary Learning Strategies. In Schmitt, N., and McCarthy, M. *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Susandi (2009). *The effectiveness of teaching vocabulary using repetition techniques of retrieval to the first year students of Tarsisius I high school*.Jakarta: Bina Nusantara University.
- Ross & Aristotle, (1906). *Aristotle De sensu and De memoria; text and translation, with introduction and commentary*. New York: Cambridge.
- R. Edwin, Guthrie (1942). *Conditioning: A Theory of Learning in Terms of Stimulus, Response, and Association*. National Society for the Study of Education, *Yearbook* 41, part 2:17–60.
- Read, J. (2007) Second Language Vocabulary Assessment: Current Practices and New Directions. *International Journal of English Studies*. University of Auckland.
- Skinner, B. F. (1953). *Science and human behavior*. New York: Macmillan.
- Smith, F. (1987). *Insult to intelligence*.Portsmouth, NH: Heinemann Educational Books.
- Teaching and Assessing Vocabulary Development (n.d) in *Bellarmino University website*. Retrieved from June 14, 2017. http://www.bellarmino.edu/docs/default-source/education_docs/SRAI_Vocab_Reutzel_Cooter.aspx
- The use of Repetition technique to improve students listening skill . Retrieved July 16,2017 from <https://cahyasp.wordpress.com/2013/03/07/the-use-of-repetition>

technique-to-improve-students-listening-skill/

Thombury, Scott (2002). *There are three system of remembering the new words,* 22-23. Retrieved May 16,2016 from. <http://library.binus.ac.id>.

Vocabulary and Its Importance in Language Learning. (n.d.) in *Teaching English to Speakers of Other Languages website*. Retrieved from May 30,2017.
http://www.tesol.org/docs/books/bk_eld_vocabulary_974

Vocabulary exercise types (n.d). in British Council website. Retrieved from June14,2017. <http://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/vocabulary-exercise-types>

Vocabulary and Its Importance in Language Learning (n.d). in tesol website. Retrieved from May 30, 2017.
http://www.tesol.org/docs/books/bk_ELTD_Vocabulary_974

Vygotsky, Semonovich lev (1978). *Social Development proceeds in a spiral, passing through the same point at each new revolution,* 56.