

## CHAPTER V

In this chapter the researcher presented the conclusions of the problem-based research in chapter 1 and the results of chapter 4 based on the data obtained from cycle one and cycle two, the researcher also presented suggestions from this chapter.

### A. Conclusion

The problem in this research is that students' vocabulary and student participation in learning activities are very low. There are several factors that make students' abilities very low. Students lack vocabulary, students are less motivated in learning activities, students find it difficult to memorize words, and also the students spelling and pronunciation are very low. It could be happened because the technique or method not appropriate to the students. Because of that after did the preliminary research the researcher decide to conducted the classroom action research by using mnemonic technique to improve student's English vocabulary and student' participation in learning activities.

There were two cycles in this research, the first cycle was carried out in two meetings and the second cycle was carried out in two meetings. Based on the results of the research, it can be concluded that students' vocabulary and students' participation in learning activities through the implementation of mnemonic technique can be improved, especially for tenth grade students of SMK Negeri 1 Belimbing Hulu. So, the conclusion of this research are as follows:

At the first meeting of the first cycle, it was found that through the results of observations, students vocabulary and students' participation in learning activities are very low. Students have difficulty in mastering vocabulary. Students participation in this cycle at the first meeting the score obtained is still not good because in the main activity section students are still confused in understanding the explanation from the teacher, so students tend to be passive and inactive in class during the activity. So, student participation in learning activities at the first meeting was only 54,16%

At the second meeting, the results of observation showed that student participation in learning activities increased to 81,81%. So, at the second meeting student participation was quite good because has passed the minimum score attached to the achievement indicators and their implementation are considered successful in increase student activity at the second meeting.

The test results at the second meeting the data showed that the implementation of the research activity in the first cycle was poor in which the students' test result displayed a low score in three aspects that consisted of quantity, meaning, and pronunciation which it only reached two points by many students. This can be seen from students' score in the test. The level of student's vocabulary in the first cycle was considered quantity in fair criteria, 56%. Quantity in less criteria, 41%. It means that only 13 students who got 3 points and 9 students who got 2 points. After that meaning in fair criteria, 72%. Meaning in less criteria, 27%. It means that only 16 students who got 3 points and 6 students got 2 points. Afterwards, spelling in fair criteria, 77%. Spelling

in less criteria, 23%. It means that only 17 students who got 3 points and 5 students who got 2 points. Then, pronunciation in fair criteria, 41% and pronunciation in less criteria 64%. It means only 9 students who got 3 points and 14 students who got 2 points. So there no students got score poor and good criteria in this cycle. So, it can be said that through the application of the mnemonic technique students' vocabulary can be improved. The student's vocabulary increased in four aspects, namely quantity, meaning, spelling and pronunciation, but in aspect of quantity, meaning, and pronunciation students' vocabulary was still in the low category, the final result of the test in cycle one is 65,45. so that the researcher was not satisfied with the test results in the first cycle, so the researcher decided to continue the search for the second cycle.

The cycle two presented that the implementation of mnemonic technique it could be increase the students' vocabulary and also the student's participation in learning activities. Through the results of observation to the students' activities in the classroom, the students were enthusiastic and active to participate in learning activities. The students' participation in learning activities in cycle two is 92,26%. The results showed that student's participation in cycle II is considered successful the minimum score attached to the achievement of the indicator.

The second meeting of cycle two was also showed the significant improvement of the students score in vocabulary of four aspects. The second meeting was only conducted the final test to the students. Based on the results of the final test to the students. Based the results of the test, the level of

students' vocabulary in this second cycle was improve to good criteria. There were in quantity good criteria, 41% and quantity in fair criteria, 59%. It means that only 9 students who got 4 points and 13 students who got 3 points. After that, meaning in good criteria, 9% meaning in fair criteria, 86% and meaning in less criteria, 5%. It means that only 2 students who got 4 points, 19 students who got 3 points and 1 student who got 2 points. Afterwards, spelling in good criteria, 5% and spelling in fair criteria, 95%. It means that only 1 student who got 4 points, and 21 students who got 3 points. Then, pronunciation in good criteria, 36% pronunciation in fair criteria, 59% and pronunciation in less criteria 5%. It means that only 8 students who got 4 points, 13 students who got 3 points and 1 student who got 2 points. The final result of the test in cycle two is 80.22 it could be concluded that more than 80% of the students score was improve in cycle two. In this second cycle, the students were able to memorize the vocabulary easier by using mnemonic technique.

The results of the data gotten from cycle one and cycle two showed that there was a significant improvement of the students' vocabulary mastery and the student' participation in learning activities. The student's vocabulary was improved in four aspects, that is quantity, meaning, spelling and also pronunciation but in pronunciation there are some students who are still difficult to pronouns the word correctly. In conclusion, the mnemonic technique significantly improved the students' vocabulary and the students' participation in learning activities for the tenth grade at SMK Negeri 1 Belimbing Hulu.

## **B. Suggestion**

Based on the results of this research, the following suggestions are offered to be considered:

The first is for English teacher. There are many aspects of vocabulary mastery that should be taught to students, namely quantity, meaning, spelling and pronunciation. Students should be able to master these four aspects in mastering vocabulary.

The second is for schools. Principals can suggest their English teacher to use this technique in teaching vocabulary because the results of this study show that students' vocabulary can be improved by using the mnemonic technique. Schools can be considered to apply mnemonic techniques in teaching vocabulary to make students more active to participate in learning activities. Lastly, for researcher and other readers, in this research is focused on applying mnemonic technique to improve students' vocabulary and student participation in learning activities. In this research, there are several activities in teaching and learning vocabulary using the mnemonic technique which can be a reference for other researcher and readers in teaching vocabulary to students. Other researcher may be able to use this technique to teach students better improve this research with other research focuses. It is important that the next researcher knows the correct technique for teaching English and can consider using the mnemonic technique when conducting research.