

CHAPTER V

CONCLUSION AND SUGGESTION

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 research.

A. Conclusion

The problem in this research is that students' vocabulary mastery and student participation in learning activities are very low. There are several factors that make students' abilities very low. Students are fair motivated in learning activities, students lack vocabulary, students are bored with vocabulary learning, students find it difficult to memorize words, students feel lazy and inactive in learning activities and students feel that vocabulary is not too important. It could be happen because the technique or method used in the classroom was not appropriate to the students. Because of that after did the preliminary research the researcher decide to conducted the classroom action research by using ESA Method to improve the students' vocabulary mastery and the student' participation in learning activities.

There were two cycles in this research, the cycle one was carried out in three meetings and the cycle two was carried out in two meetings. Based on the results of the research, it can be concluded that students' vocabulary mastery and students' participation in learning activities

through the implementation of Anagram techniques can be improved, especially for seventh grade students of SMP Nusantara Indah Sintang. So the conclusions 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 mastery and students' participation in learning activities were very low. Students have difficulty in mastering vocabulary, they were only able to mention 4-5 vocabulary of stationeries names, the students also were fair active in participating in learning activities, sometimes they are often busy with their activities and some students were passive and say they are afraid the teaching and learning process because they think English is difficult to learn. Student participation in learning activities at the first meeting was only 45%

At the second meeting, the results of observations showed that student participation in learning activities increased to 79.54%. The students began to participate in educational activities. Students enjoy and enjoy the teaching and learning process through the application of ESA Method. Most of the students are active and enthusiastic in the teaching and learning process. The results of observations at the second meeting showed that the ESA Method could increase student participation in learning activities.

The test results at the third meeting showed that the students' vocabulary mastery also increased. This can be seen from the students' scores in the test. The level of students' vocabulary mastery in the cycle

one was considered in good criteria, 56% of students scored with good criteria, 36% of students scored with excellent criteria, 8% of students scored with fair criteria, and no students scored with excellent and poor criteria. It can be compared with preliminary research and the first meeting students are only able to mention 4-5 stationeries names while in the cycle one test more than half of the students are able to mention more than 15 vocabularies, it can be said that through the application of the ESA Method students' vocabulary mastery can be improved. The students' vocabulary mastery increased in four aspects, namely quantity, meaning, spelling and pronunciation, but in the aspects of spelling and pronunciation students' vocabulary mastery was still in the low category. 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 cycle two.

The cycle two presented that the implementation of ESA Method it could be increase the students' vocabulary mastery and also the students' participation in learning activities. Through the result of observation to the students' activities in the classroom, the students were enthusiastic and active to participate in the learning activities. The students' participation in learning activities in cycle two is 92,85%, almost of the students (16-17 students) were participate actively in learning activities at this meeting.

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

Based the result of the test, the level of students' vocabulary mastery in this cycle two was improve to excellent criteria. There were 56% of the students or 14 students who got score in excellent criteria, 4 students or 16% of the students got score in excellent criteria, 12% of the students or 3 students got score in good criteria and there no students got score in fair and poor criteria. It could be conclude that more than 80% of the students score was improve in cycle two. In this cycle two, the students were able to memorize the vocabulary easier by using ESA Method.

The result of the data gotten from cycle one and cycle two showed that there was a significant improvement of the students' vocabulary mastery and the students' participation in learning activities. The students' vocabulary mastery was improved in four aspects, that is quantity, meaning, spelling and also pronunciation but in pronunciation most of the students still get trouble in pronouns the word correctly. In conclusion, the ESA Method significantly improved the students' vocabulary mastery and the students' participation in learning activities at class 7 of the seventh grade students in SMP Nusantara Indah Sintang

B. Suggestion

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

The first is for English teachers. 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. Those who are unable to master these four aspects need to be guided. It is not easy for teachers to make students master vocabulary, but teachers can motivate students to improve their ability to master vocabulary. Interesting activities can motivate students to actively participate in learning activities, so that students can receive the material well and improve student skills. Teachers are advised to use this ESA Method and do it maximally to improve students' vocabulary mastery and student participation in learning activities. And the teacher should use the right technique in teaching English so that students are more interested in learning English. Teachers should be creative in using techniques or methods in the classroom so that students are more interested in learning activities.

The second is for schools. Principals can suggest their English teachers to use this technique in teaching vocabulary because the results of this study show that students' vocabulary mastery can be improved by using the Anagram technique. Schools can be considered to apply ESA Method in teaching vocabulary to make students more active to participate in learning activities.

Lastly, for researcher and other readers, this research is focused on applying ESA Method to improve students' vocabulary mastery and student participation in learning activities. In this research, there are several activities in teaching and learning vocabulary using the ESA

Method 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 results in their research. Other researcher can 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 anagram technique when conducting the research. This technique was suitable for classroom use, especially for seventh grade. Other researcher might consider using this technique to conduct research with seventh-grader in the other focus.