CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer wants to conclude the activities that have done in the research. The writer explains the result of the research in a conclusion. There are several suggestions that are given by the researcher.

Conclusion

Based on the data analysis in the previous chapter, the researcher presented the conclusion of the result of this research. The hypothesis of this research is "scientific approach" can enhance the students' vocabulary mastery in learning English. It was proved that the hypothesis of this research is accepted. It was found that the criteria H1 will be accepted if t-list < t-count. The value of t-list (n-1=17 =2.11). Thus, it is obtained that t-count **(7.42)** is bigger than t-list **(2.11).**

In addition, based on the research question is "scientific approach" mastery of vocabulary?". It is clear that the students' comprehension vocabulary mastery based on the data analysis between pre-test and post-test , the researcher found that t-count was 7.42, it means that students' comprehension in vocabulary mastery can be enhanced by applying the scientific approach. Moreover, the students' comprehension can be categorizes as a good level. Thus, it can be concluded that the scientific approach can give a good effect to improve the students' vocabulary mastery.

Suggestion

Based on the result of the research, the researcher has some suggestions for the English teacher and the students that can be given in relation with the researcher's conclusion, they are as follow:

The Teacher

The suggestions for the teacher as follows:

1. The English teacher should support their students to memorize the vocabularies in order to understand what they are reading in English text. Because based on the finding result that students' post-test is better than pre-test after giving the treatment.

2. The English teacher should be a role model for their students. They have to motivate the students to read the English book in order that they can learn more new vocabularies.

3. The English teacher should be creative in finding out the teaching method when teaching their students, because it is such a powerful aspect that can improve the students' comprehension particularly in enriching the students' vocabulary mastery

4. The English teacher should observe the students' problem in learning vocabulary. By knowing their problems, the teacher will find out to face their students in teaching process.

The Students

The suggestions for the students as follows:

1. The students should memorize the English vocabularies, because it also can affect all their English skills.
2. The students should practice repeatedly with the vocabulary they get
3. By knowing their own low vocabulary mastery, they should study hard in order to get the target language.

In addition, the researcher realized that this research still has many deficiencies. Hence critique and suggestions are really needed. Therefore, the researcher would like to accept any constructive suggestion to make this research will be better.

References

Anyaran, S. (2014, april thursday). Kinds of vocabulary. pp.

      http://www.bosinformasi.web.id/2014/04/kinds-of-

vocabulary.html.

Arikunto, S. (2006). *Prosedur Penelitian.* Jakarta: PT.Rineka Cipta.

      (2010). Prosedur Penelitian. Jakarta: PT Rineka Cipta.

Armbruster, B & Osborn J. (2001). put reading first : The research building blocks

      for teaching children to read. Jessup, MD : National Institute For

      Literacy

Aswir. (2006). *Menulis Bersama Aswir* ,

      http://menulisbersamaaswir.blogspot.co.id/2010/03/meningkatkan-

      penguasaan-kosakata-bahasa.html.

Coombi, C. (2011, 03 02).Assesing vocabulary in classrooms. Retrieved from

      http://marifa.hct.ac.ae/files/2011/07/Assesing-Vocabulary-in-the-

      Language-Classroom.pdf

Daryanto. 2014. Pendekatan Pembelajaran Saintifik Kurikulum 2013. Yogyakarta:

      Gava Media.

Jackendoff, Ray. (2002). Foundations of Language : Brain, Meaning, Grammar,

      Evolution. London : Oxford University Press

Longman. (2014). Longman Dictionary Online. Retrieved May 20, 2018, from

http://global.longmandictionariesw.com/

Lotfi, Gazal. (2011). *Learning Vocabulary in EFL context through vocabulary strate gres.* Cambridge: Cambridge University.

Macmilan. (2010). Grammar Practice Book. New York: Two Penn Plaza

Nunan, D. (1991). Language Teaching Methodology: A texbook for teachers. Sidney: Prentice Hall International (UK) Ltd.

Nurmala Djihu (2016). Skripsi (The Use Of "What Do You Have" Game as Strategy in Teaching Vocabulary) Gorontalo : UNG

Oxford. (2005). *Oxford learner's pocket dictionary.* New York.

Philips. (1993). Young Learners. Resource Book of Teachers. Oxford: University press.

Purnawarman, P., Ratnaningsih, S., & Gunawan, M. H. (2017). Scientific Approach of 2013 Curriculum: Teachers' implementation in English language teaching. English Review: Journal of English Education, 6(1), 33-40. DOI:1.768.

Reni, Trisnawaty. 2015. The Implementation of Scientific Approach in Teaching English Speaking (A Descriptive Study to the Seventh Grade Students of SMP Nurul Islam Ngemplak in 2014/2015 Academic Year). Thesis: IAIN Surakarta.

Septiana Dyah Utari. 2017. The Implementation of Scientific Approach in Teaching Reading Comprehension For The Tenth Grade Students of SMAN 2 Karanganyar in2016/2017 Academic Year. Thesis: IAIN Surakarta

Shaw (1981). Noun phrase and truth in nyanya and western pragmatics . Hongkong: *journal of indian lumsden philosophy*, vol1 .Retrieved from (10, 4 2016)

Sheper. (1983). *English Education Practice.* New Bury House.

Sugiyono, S. (2012). *Metode Penelitian Kuantitatif, kualitatif dan R & D.* Bandung: Alfabeta.

Suharyadi. 2013. Exploring Scientific Approach in English Language Teaching. Bandung: Alfabeta

Tang, X., Coffey, J. E., Elby, A., & Levin, D. M. (2009). The scientific method and scientific inquiry: Tension in teaching and learning. http://dx.doi.org/10.1002/sce.20366

Webster Dictionary (2014) , October 24th 2016. Retrieved from : http://www.merriam-webster.com/dictionary/vocabulary.