

CHAPTER V

CONCLUSION

A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about using spoof to improve students' memory on concrete noun (a classroom action research which fifth graders of SD Ngadirgo 03 Mijen Semarang in the academic year of 2009/2010), it can be concluded that:

1. The implementation of spoof to improve students' memory on concrete noun is done in two cycles. It could be applied in teaching vocabulary in the text; the activity seemed to be more interesting and amusing. The implementation of spoof to improve students' memory on concrete noun was first done by teacher tells her own funny experience to students, give a text of spoof to students, identify concrete noun from the text, teacher and students discuss of message from story, dividing students into 4 groups to matching the words with their meaning quickly and one of students from each group write the result discuss on the white board, and the finally, teacher give a test in multiple choice from the text. It is still appropriate to children world and curriculum. The teacher must understand about method which is used in her teaching, so the goal of teaching is gained.
2. According to the data from result of observation and tests which had been done and analyzed in the previous chapter, it showed increased in result check list of first observation 64% and second observation 74%. The second cycle is better than first cycle it means that the use of spoof to improve students' memory on concrete noun is more interesting and can understand easily. And teaching concrete noun using spoof is helpful in improving students' memory on concrete noun. It showed

that the result of first test 69.4% and second test 76.8%. The second cycle is better than the first cycle.

B. Suggestions

After seeing the condition above, or based on observation result that the researcher does it, the teacher as researcher has some suggestions to herself and the other researcher such as below:

1. For Teacher

- a. Teacher is hoped have prepared the material well to get maximum result in teaching and learning process.
- b. Teacher is hoped be creative to get students interest in learning process, such as prepare the game by using good board game.
- c. Teacher is hoped be more meaningful language in teaching and learning process to make students understand about the material.
- d. Teacher is hoped more understand the student's characterization to get easier in delivering material.
- e. Teacher is hoped more create the condition of class be more fun.
- f. Teacher is hoped arrange the teaching and learning process well in order to make students more active and gives respond well to the material.
- g. Teacher is hoped study more of teaching strategies to get optimal in teaching.

2. For Students

- a. Student is hoped study more and responds in learning process.
- b. Students is hoped be more interested in English study.
- c. Students is hoped improve the students' ability in English

3. For the next researcher

The writer admits that there are so many limitations in conducting research. The writer realizes that this thesis is far from perfect. This can be caused by many factors, such as the limitation of time, so it is not prepared well or perhaps because the lack of the

writer understanding. The writer hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research.

C. Closing

The true praise is only belonging to Allah, who gives power and health until this final project can be finished. The writer is sure that this research is far from the perfect ness. Therefore, constructive criticism and advices are really expected. Finally, the writer hopes that it can be useful for her and for the readers in general.