CHAPTER V

CONCLUSION

A. Conclusion

In this research there are two research questions, they are: the implemementation of list-group-label strategy in teaching vocabulary and the improvement of the use of list-group-label strategy in teaching vocabulary.

After finishing the research, the researcher will describe some conclusions as the results of the study. There are the conclusions of this study:

1. The process of list-group-label strategy to improve students' vocabulary in recount text was conducted in two cycles. List-group-label was an alternative way; it was a strategy that can make students more interest in the learning process. It also motivates students to discuss in groups when they are asked to work in groups. The process of using list-group-label strategy to improve students' understanding in teaching vocabulary in recount texts could be applied by using this strategy. The teacher should understand well about the strategy which was used in teaching learning process, so the goal of teaching was gained.

2. Based on the data got from the test and observation which had been conducted and analyzed in the previous chapter, it could be concluded that teaching English using list-group-

label strategy is effective to students. It was proved by the significant result of students score. In the first cycle, the everage students' score was 63.3 in the second cycle, the everage of the students score was 74.7. The use of list-group-label strategy in teaching and learning process was interesting for students. It could be seen in the result of observation and the result of the test. Based on the result of the analysis it can be concluded that the students' activeness in teaching learning process had improved after process of list-group-label strategy.

B. Suggestion

After doing research, there were some suggestion for teacher and researcher that maybe could be considered dealing with English learning, specifically in learning vocabulary. The suggestions were as follows:

1. For Teacher

The use of list-group-label strategy is an interesting way because it can attract the student's interest and motivation in learning vocabulary. Therefore teachers have to be able to develop creativity such using list-group-label strategy in order to arouse student's interest during the lesson. The researcher suggested for the teachers to use list-group-label as strategy to improve students' vocabulary.

Teachers may apply this strategy in all kinds of text, and also this strategy in easy to be implemented.

2. For Researcher

For the further researcher, list-group-label strategy can be implementented not only in recount text but also in all kinds of text. This strategy can also be applied in other research method, such as experimental method or comparative method.

The researcher realise that this paper is far to be perfect. The researcher hopes critics and advice for the perfection of this thesis. Finally the writer hopes this paper will be useful for us.