

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and suggestion of this research. The conclusion has made through the analysis of the tests result and interview result by the researcher.

5.1 Conclusion

The research aimed to answer the research questions which were stated in the Chapter1. The research questions were “How do flash cards improve the students vocabulary?”, “To what level do flash cards improve the students vocabulary?” and “How is the students response of using flash cards?”

After conducting the research of using flashcards to improve the students' vocabulary and analyzing the data, the researcher found some research findings. All of the findings were gotten from the data that were collected by the researcher.

1. The first finding is a significant improvement of the students' vocabulary achievement after they were taught by using flashcards as teaching media. It can be seen from the mean score of the students in pre-test 50.25 to 93.35 in post-test. The gained score between the mean of pre-test and post-test was 43,1. It indicated that the student's achievement was satisfactory enough. The research also showed indicators that the use of flashcards to improve students' vocabulary was effective. It could be seen that using flashcards in teaching process was more interesting for the students.
2. The second findings is flash cards can improve the students vocabulary. we can see in the cycle one and cycle two of post test. In this level the students can memorize word easily, read, and touch the object. The increasing attention, motivation, and existence of flash cards improve the students vocabulary.

Implementation of teaching vocabulary through flashcards could make the students more active in teaching learning process. It can be seen from the observation during the learning process; the students gave positive response and paid high attention to the teachers' explanation. The classroom situation became active and interactive because they enjoyed and they were motivated in teaching learning process.

5.2 Recommendations

This section deals with the suggestions for SMP Negeri Maubeli teacher, for the students and for further researchers, who have willingness to improve and conduct similar study.

1. For English teachers

Firstly, the teacher should be able to create an interesting media such as flashcards for teaching the students. It helps the students to memorize the words easily. Then, the teacher should make the teaching learning process enjoyable, because students love to play and learn best when they are enjoying themselves. And the last is the teacher should also give reinforcement to the students about the importance of learning English.

2. For the students

The students should be active in teaching learning process and pay more attention to the teacher's explanation. Then, the students should study English continually in the classroom or in their home, and the students should encourage themselves to learn more, to ask more and to know more.

3. For future researchers

The first is future researchers can apply flashcards as a teaching media to improve the students' achievement in memorizing the vocabulary. In addition, future researchers can use the result of the study as an additional reference for further research with different sample.

BIBLIOGRAPHY

- Alqahtani, M. 2015, "The Importance of Vocabulary in Language Learning and How to be Taught". *International Journal of Teaching and Education*, Volume III, No.3/2015, pp 21-34.
- Baleghizadeh, S . And Ashoori, A. 2011. "The Impact of Two Instructional Techniques on EF Learners Vocabulary Knowledge: Flash cards versus Word Lists". *MEXTESOL Journal*, Volum 35, Number 2, 2011, pp 1-9.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy- Second Edition*. New York: Longman.
- Brown , H Douglas. 2001. *Teaching by principle*. New York : Longman .
- Broughton, G., et al. 2003. *Teaching English as a Foreign Language Second Edition*. New York Taylor and Francis e-Library.
- Burns, A. 2010. *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. New York: Routledge.
- Campillo. 1995. Teaching and Learning Vocabulary: An Introduction for English Students, <https://dialnet.unirioja.es/descarga/articulo/2282507.pdf>. Accessed on January 8t 2016.
- Cross, D. 1992. *A Practical Handbook of Language Teaching*. Hertfordshire: Prentice Hall International (UK) Limited.
- Crystal, D. 2008. *A Dictionary of Linguistics and Phonetics*, Sixth Edition. Oxford: Blackwell Publishing Ltd.
- Ghazal, L. 2007. "Learning Vocabulary in EFL Context through Vocabulary Learning Strategies".
- Hopkins, D. 2008. *A Teacher's Guide to English Classroom Research: Fourth Edition*. Maidenhead: Open University Press.
- Henson, K. T. & Delmar, J. (1996). *Elementary science methods*. United State:
HillBook Company.
- Johnson, P.A. 2008. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. Maryland: Rowman and Littlefield Education.
- Nation, ISP. 2000. *Learning vocabulary in another language*. Cambridge ; Cambridge University Press
- Novitas Royal, vol:l(2),. Hatch, E., Brown, C. 1995. *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press.
- Richards , Jack C. And Willy A. Renandya . 2002. *Methodology in language Teaching*. New York : Cambridge University Press.
- Thornbury , Scott . 2002. *How to Teach Vocabulary*. Essex: Pearson Education Limited.