

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the conclusion which elaborates the findings and analysis of the study and the recommendations for the next study. It consists of two sections. The first section presents the conclusion drawn from the findings and discussions. The second section deals with several recommendations addressed to teacher and students in particular and other researchers in general.

6.2 Conclusions

The present study aims to firstly, measure the effect of context on students' understanding on phrasal verbs, and secondly, investigate the students' attitudes toward the teaching phrasal verbs through context.

The first conclusion is that context could also be used to teach phrasal verbs as a type of multi-word verbs that focused on meaning. Besides, through a series of statistical test, it was found that context had a positive effect in helping students understand phrasal verbs. The positive effect could be seen from the comparison of the mean rank of both experimental class and the control class. The mean rank score of the experimental class was 34.18, while the mean rank score of the control class was 25.67. The difference of the mean rank score of the two classes was 8.51. It was the mean rank that was compared because based on the normality test, the data was not distributed normally. In order to see the significant of the study, the Mann Whitney U test was examined. Based on the calculation of Mann Whitney U test, the p value was 0.049 and the critical alpha was 0.050 which means the p value was less than the critical alpha. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, the study shows that learning meaning of phrasal verbs through context tended to

have more effect in a positive way than learning the meaning of phrasal verbs through definition method.

The second conclusion is that in general, the students had positive attitudes toward the teaching phrasal verbs through context. Overall analyzed data from questionnaire given to experimental class revealed that on average, students showed positive attitudes (cognitive, affective, and behavioral aspects) toward the teaching phrasal verbs through context in helping them understand some common phrasal verbs. Positive attitudes are important in teaching and learning process.

Based on the conclusions above, it can be seen that the findings of the analyzed data obtained from tests appeared to be consistent with the findings of the analyzed data from the questionnaire. Perhaps, it was the combination of the nature of the method and the students' positive attitudes that determined the significant progress in the experimental class.

6.3 Recommendations

Based on the findings and conclusion above, some methodological and practical suggestions are proposed. The methodological suggestion concerns with the limitation of the present study and its possible enhancement for further research, while the practical suggestion concerns with the recommendation for the classroom practice.

Related to the limitation of the study, the treatments that were given to both experimental class and control class took 40 only minutes for every session. This was because it was the time permitted by the teacher of the class for the treatments to be implemented. The results of the study might be more effective if the treatments were implemented longer in every session.

Another limitation was the absence of the observation as the data instrument that would be able to crosscheck the data obtained from the questionnaire. Because, one of the aspects of the attitude is the behavioral aspect in which it consists the individual's reaction in a certain way towards the object of the affect and cognition. It would be better that the student's reaction towards the teaching be observed as well in order to avoid the inconsistency of the data

obtained from the questionnaire given by the students with the real practice in the classroom. The researcher who intends to conduct the similar or further study may take those limitations into account.

For practical purpose, teachers should realize the importance of phrasal verbs and the fact that there are a large number of phrasal verbs that keep increasing time by time. Realizing the importance of phrasal verbs especially in everyday conversation, learners should at least know and have a receptive mastery of some common phrasal verbs. It is important that teacher could help or facilitate students to gain the knowledge in the classroom. The teaching phrasal verbs through context could be effectively used as an alternative teaching method. However, there must be any other different methods in this field that must be explored by interested teachers and educators.