

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS AND LIMITATION OF THE STUDY

This chapter consists of the research conclusions and suggestions. The conclusions are explained from the analysis of the research findings. Meanwhile, the suggestions are expected to give a contribution for the further researchers, English teachers and the students.

5.1 Conclusions

This research was proposed to examine the effectiveness of vocabulary notebook in improving students' vocabulary mastery, to find out the difference between the use of vocabulary notebook and the conventional method in improving students' vocabulary mastery, to discover students' perceptions toward the use of vocabulary notebook in improving their vocabulary mastery. The use of vocabulary notebook was applied to the students of seventh grade of junior high school in Tanjungsari-Bogor. The result of the data shows that the use of vocabulary notebook in finding and discussion is significantly effective to improve students' vocabulary mastery.

Furthermore, the computation of the data explains that the experimental group has better vocabulary mastery after receiving some treatments than the control group. It means that the use of vocabulary notebook during the treatments give good influence to the students. The result also proves that the vocabulary notebook give many advantages in improving students' vocabulary mastery. Moreover, the students will be motivated to improve their English vocabulary because the vocabulary notebook can create an interesting method.

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In short, it can be concluded that vocabulary notebook is an appropriate medium to improve students' vocabulary mastery. The activity of making vocabulary notebook can build students' creativity in drawing the picture. Then it can be enriching students' vocabulary knowledge and facilitating students to revisit the vocabulary.

While the current study revealed some positive findings for the development of English vocabulary teaching and learning in Indonesia, there are also weaknesses that should be looked at for future study. The main problem was some students found that the use of vocabulary notebook in class was taking a long time.

5.2 Suggestions

Based on the findings of this research, data in this research may help teachers to improve the practice of teaching vocabulary notebook through vocabulary notebook to young learners. The recommendations of this research will be discussed in the following paragraphs.

In spite of the time limitation of four meetings of teaching and learning, the findings of this study confirm the advantages of vocabulary notebook in teaching vocabulary for young learners. Consequently, for further research it is recommended that vocabulary notebook be intensively implemented for language learning in a longer time. The other recommendations for further research that covering the theme-based learning in implementing vocabulary notebook in learning will be of advantages to assist students improve their vocabulary mastery. Although, in this research there is a significant result of pretest and posttest, nevertheless the effect size was only medium which means that the implementation of vocabulary notebook helped, but not much, to the students in improving their vocabulary notebook. Therefore, through further research in the long run by implementing theme-based learning on vocabulary notebook might result more

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engaging findings concerning the effect size of vocabulary notebook implementation.

The use of vocabulary notebook in teaching vocabulary has many advantages. Besides, it is argued that the teacher who implements vocabulary notebook in teaching vocabulary for young learners should be creative in planning the lesson, selecting appropriate media, and organizing the activities. Those activities can give better maintenance in implementing the teaching program, give the students' appropriate media with their needs, interest, and in particular the curriculum, then relate the lesson to their own experience. In addition, it is argued that the teacher who implements vocabulary notebook should control and correct students' vocabulary notebook as feedback for the students. Then, the students will learn from their mistakes.

The students are also suggested that they should use the vocabulary notebook in improving their vocabulary mastery. It hopefully motivates the students to improve their vocabulary mastery and their understanding for English subject.

The last is, the implementation of vocabulary notebook in teaching vocabulary should be implemented in a wider scope to explore more effects or values in different setting and context for instance senior high school and college students.

5.3 Limitations of the Study

The findings of this present research focus on three major points. First is the effectiveness of vocabulary notebook in improving students' vocabulary mastery. Second is the difference between the use of vocabulary notebook and the conventional method in improving students' vocabulary mastery after the posttest. And the third one is students' perceptions towards the use of vocabulary notebook in improving their vocabulary mastery.

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Although this research was carefully prepared, the researcher realizes that this research still far from perfection and aware of its limitations. First of all, this research was conducted in seventh grade of junior high school students tasted for four meetings. Four meetings are not enough for the researcher to observe the implementation of vocabulary notebook in their classes. It would be better if it was done in longer time. Then, the population of the experimental group is small, only thirty-five students and might not represent the majority of young learners.

In addition, the limitation in this research and findings in this study above cannot be generalized. Because all circumstances happened in this research might be dissimilar with other researches, and also influenced by different participants and setting.

However, this research is important instead of giving students the list of vocabulary words that they need to learn, especially by keeping vocabulary notebook. First, the implementation of vocabulary notebook was intended to draw on the young learners' basic knowledge it is expected to build bridges between the classroom and the students' real life activities and vocabulary learning needs. Second, vocabulary notebooks are some of the most suitable options to start learning vocabulary because these contain all the basic elements for learning a word such as definition, picture, pronunciation, context etc. Besides, these notebooks can be modified over time. Students can add more and better strategies to them. Finally, keeping vocabulary notebook encouraged responsibility and awareness of the students toward learning new vocabulary words.

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