CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter comprises the conclusions and suggestions of the study. The conclusion of the study is drawn from all of findings and discussion that has been discussed in the chapter four. In addition, the practical implications of the study in the use of interactive multimedia in teaching vocabulary are presented in suggestion as well.

5.1 Conclusions

This study yields the conclusion that the use of interactive multimedia in teaching vocabulary is effective in improving students' vocabulary achievement. This result is proven by t-test calculation in post-test scores which reveals that the null hypothesis is rejected since the significant value (0.040) is less than the level of significance (0.05).

The effectiveness of interactive multimedia is caused by several factors. Firstly, interactive multimedia can facilitate students to learn vocabulary since they feel that the programs existed in interactive multimedia make them easier to remember vocabulary and put them in long-term memory. Secondly, by using interactive multimedia, students' motivation increased. Students find many fun programs which make them motivated and participated in their learning process. Thirdly, interactive multimedia promotes creative thinking. Seeing a picture in interactive multimedia, students can build their imagination and stimulate them to talk on it.

5.2 Suggestions

There are some suggestions proposed on the basis of findings in the present study. The suggestions are with reference to practical development, professional development, and theoretical development.

Concerning practical development, by using interactive multimedia, teachers should not only teach their students vocabulary but also teach them language skills such as speaking, listening, reading, and writing. Furthermore, it is recommended that interactive multimedia provides more various activities that supports as much students' intelligences as possible. In addition, in this study, interactive multimedia is presented by using LCD Projector and connected it with a single computer. It means, interactive multimedia is seen by all of the students in one screen. As a result, if they answer the questions existed in interactive multimedia, they use the computer by turns. Therefore, it is suggested that it is much better to teach students in language laboratory where students can learn vocabulary by using interactive multimedia by their own computers.

Furthermore, with regard to professional development, the teachers are suggested to have certain proficiencies. They should be able to select the interesting and relevant material which appropriate with students' needs and characteristics. Besides, the teachers also should be able to design the materials precisely and deliver them interestingly to the students. As the result, the students will be more interested and easier to comprehend the materials.

The last suggestion deals with theoretical development. The presents study employs a small number of samples and they are selected without random

assignment. Therefore, it is recommended that a further study comprises as many samples as possible from different schools and employs random samples to accomplish more accurate and defensible results. Besides, observations and questionnaires also should be carried out to obtain more detailed information.