

V. CONCLUSIONS AND SUGGESTIONS

This chapter discusses about the conclusions and suggestions based on the results and discussions of this research.

5.1. Conclusions

Having conducted the research and analyzed all data in implementing Clustering Technique in teaching vocabulary at the first year of SMA Negeri 1 Natar, the conclusions can be drawn as follows:

1. There is a significant increase on students' vocabulary achievement of real object, sport, and occupation after being taught through Clustering Technique. It can be seen from the result of pre test and post test that there is an improvement from the students' average score in pre test (44.05) to the post test (73.61). It means that the improvement is 29.56. The result of t-test shows that t-ratio is higher than t-table ($39.134 > 2.042$) with the level of significant is $p < 0.05$ and significant two tail is $p=0.000$. In the mastery of noun, the students's score increased 10.8 %, verb's score increased 12 %, adjective 3 %, and adverb 3.1 %. It can be said that clustering technique can increase students' achievement of vocabulary of Real Object, Sport, and Occupation after being taught through Clustering Technique.

2. Based on the students' achievement in every topic, it is found that the mean score of the students' achievement in the topic of Real Object was 84.61. In the topic of Sport, the mean score was 68.97 while in the topic of Occupation, the mean score was 89.23. So, from the highest score, it can be concluded that the best topic in implementing Clustering Technique in teaching vocabulary is occupation and it can be seen that there is a difference of students score in daily test of every treatments in vocabulary achievement with the coefficient significant about 0.000 ($p = 0.016$, $p < 0.05$) by using comparative study (One Way Anova). The output of Anova showed that the F_{Value} was higher than F_{Table} ($F_{\text{Value}} = 25.737$, $F_{\text{Table}} = 1.658330$, $F_{\text{Value}} > F_{\text{Table}}$).
3. Based on the result of pre test and post test and also the data gained from the questionnaire, it is found that the students still faced some difficulties in learning process of vocabulary through Clustering Technique. In understanding the meaning of the words and comprehending the English material they still did not understand of the meaning of the words they asked because they were unfamiliar and did not know the English translation of the words they did not understand. They had difficulty in finding the certain part of speech, such as noun, verb, adjective, and adverb. They also could not differ among the noun, verb, adjective and its spelling.

5.2. Suggestions

Based on the result of the research, the research would like to suggest some points as follows :

1. Suggestions to the teacher

- a. The teacher who has directly involved to the teaching-learning process is suggested to improve the implementation of his/her techniques in teaching vocabulary. In this research, the researcher had successfully increased the student's score in vocabulary through Clustering Technique at the first grade students of SMAN 1 Natar. Due to its ability in increasing the students' vocabulary achievement, the teacher can use Clustering Technique as an alternative way to teach vocabulary in every level of students.
- b. The teacher is expected to be able to motivate the students in order to be excited in learning English. For example, teacher should create the material as interesting as possible by using kind of media, or she/he may give reward to students for their participation. The use of interesting material can keep the students interested in learning. When it learns, it will help the students to keep their concentration in the subject.
- c. In this research, the researcher gave one core word to one group. The group was about 10. It means the researcher gave 10 core words. If every word should be developed into 8 words, the researcher should taught and explained those 80 words. The time was 90 minutes only. In order to avoid the time consuming, the teacher should be able to manage the time while using Clustering Technique because it needs adequate time. The teacher should not teach too many materials at the same time. So, the time allocation that is given by school is enough.

2. Suggestions to other researchers

- a. In this research, the researcher conducted Clustering Technique in teaching vocabulary at the first grade students of Senior High School to investigate the effects of the technique in their vocabulary achievement. Other researchers can conduct this technique on different level of students. It can be at the second level or the third level of Senior High School or it can be applied at Junior High School.
- b. The researcher applied Clustering Technique in teaching vocabulary dealing with Real Object, Occupation, and Sport. Other researcher could apply Clustering Technique in other kind of vocabulary knowledge, for example dealing with daily activity, since Clustering Technique can help the students to develop their vocabulary knowledge due to its rule to make branches from the core word.