

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

1. Based on the research finding, the conclusion can accordingly be stated as follow:

The use of STAD can improve the students' vocabulary mastery. The research was successful because more than 70% of the students of grade X scored 60 or higher. In cycle 1, there were 16 students (60%) who gained score  $\geq 60$ , while in cycle 2 there were 28 students (93.3%) who gained score  $\geq 60$ . Thus, through STAD, the teaching of vocabulary became more effective. It is relevant to the students' need and interest, by using STAD, the student feel more confident because they work and always discussing with their friends. As several benefit STAD for students stated by Slavin (2008): creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills); increasing self-esteem and improve ethnic relation; leading to higher achievement, especially for low achiever; and representing an odd but happy marriage between behavioral

and humanistic approaches to classroom motivation. It is also able to reinforce the language to be learnt, to stimulate the language production, and can be a model for the learners to follow.

2. The use of STAD helps the teacher to enrich his/her teaching performance. It can be seen from the teacher's score which is increase from 62 in cycle 1 to 82 in cycle 2. It means that he could teach the students better after implementing STAD. This is supported by the theory stated by Ham and Adams (1992: 8, cited in Agustina 2006), he identified three benefits of using STAD for teachers: teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers; teacher's time is spent more effectively; teachers can adopt a fresh, new attitude toward their job; and teachers have a greater time to validate their own, values and ideas.
  
3. By using STAD, it was found that the students' activities were improved as STAD stimulated and attracted more the students in learning English. As it was found that there were only 16 students (59.2%) who did 80% of the activities in cycle 1, but there were 28 students (96%) who did 80% of the activities in cycle 2. Therefore, it was found such an improvement on the students' activities in the second cycle. The number of students who paid attention to the teacher's explanation and also to the teacher's questions increased. Besides that, it also makes the students easier to memorize the words to-be-learned because they work together. Through STAD, the students could increase their ability in

vocabulary especially in noun, verb and adjective. Through STAD the words to-be-learned were provided, because the students in the group can help each other if they had a problem in mastering the materials. This fact has proved that the use or the implementation of STAD is applicable to improve the students' activities.

## **5.2 Suggestions**

Based on the conclusion above, some suggestions are recommended as follow:

1. The teacher is recommended to implement STAD in improving the students' vocabulary. In STAD, the students give a task with media that will attract them to know what is materials tells about. Every high interest students will be a leader in the group and motivate them in the group to join every single activities instructed by teacher so that they can help each other to improve their English and also improve their activities in the classroom.
2. Applying STAD will be difficult at first. The teacher should consider about time allocation in the implementation in the classroom. Since STAD needs more time, therefore the teacher should make the time as efficient as possible. The teacher should explain the activity clearly. It is better to make sure that the students know exactly what they have to do with the material and the media used in teaching and learning process. If the students in the look difficult to understand about the material or the activities the teacher also should give a chance to them to ask some questions.

3. There are several of English materials that can be applied in teaching English, but the teacher should choose the material that is appropriate for the students' level especially for senior high school students.