V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

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

1. Vocabulary *Vocabulary Self-Collection Strategy* can be used to increase the students’ reading achievement. The research was successful because more than 70% of the students of class VIII.3 got score 60 or higher. In cycle I, there were 17 students (42.5%) who gained score 60 or higher, while in cycle II there were 36 students (90%) who gained score 60 or higher. Thus through *Vocabulary Self-Collection Strategy*, the teaching narrative text reading became more effective, as it was relevant to the students’ need and interest, it was also able to present and to reinforce the language to be learnt, stimulate the language production and it was as a model for a learner to follow.

By using *Vocabulary Self-Collection Strategy*, it was found that the students’ activities improved as it stimulated and attracted more the students in learning English. As it was found that there were only 20 students (50%) who got 80% of the activities in cycle I, but there were 34 students (85%) who got 80% of the activities in cycle II.

2. The implementation of *Vocabulary Self-Collection Strategy* helps the teacher
to enrich her/his teaching performance; it makes English learning easy for the students as the teacher got score 60 in cycle I, then 87 in cycle II, it means that he could teach the students better after implementing the Vocabulary Self-Collection Strategy.

B. Suggestions

Concerning the problems in teaching process of reading through Vocabulary Self-Collection Strategy that was found in the research, the researcher would like to give suggestion as follows:

- *Vocabulary Self-Collection Strategy* can be used as an alternative technique to teach reading, since it motivated the students to be active in learning and it helped the students to comprehend the text.

- In implementing *Vocabulary Self-Collection Strategy*, the teacher should give more emphasizes in controlling the students so that the teacher can observe the students properly. Also, the teacher should consider that the situation in the class can be out of control so that the teacher can take action as a moderator who directs the class situation properly. For example, when all students wanted to read at the same time and made the situation noise, the teacher asked the students to read one by one and asked them to be quiet.
• In the teaching process of narrative text reading through *Vocabulary Self-Collection Strategy* the teacher should give more attention to the ‘fail group’ or to the students that get conflict in their group, so they can cooperate with their peers.