V. CONCLUSION AND SUGGESTION

5.1. Conclusions

After conducting the research at the third year of SDN 6 Metro Pusat and analyzing the data, the researcher draws the major conclusion as follows:

1. There is a significant difference of students’ vocabulary mastery in terms of noun between the students who are taught through Logico and those taught through translation. It could be seen from the result of hypothesis test which showed that the value of two tail significance was smaller than alpha (sign<α, 0.000< 0, 05). It was also supported by the data of the total increase of the students’ score from both classes. In the control class the students’ total increase was 8, while in the experimental class the total increase gained up to 17, 33. It means that using Logico was more effective in increasing students’ vocabulary mastery in terms of noun rather than by using translation.

2. Logico can create interesting teaching learning process. As discussed earlier, the Logico method is great for children because it’s fun. The students can work in group discussion, while in the teaching learning process the students are asked to arrange their chair position into semicircle based on their group to avoid the monotonous. The Logico can make the students easily in remembering the words by matching the
picture and the definition, also the cards and the *Logico* plastic frame are highly motivating for children. This research shows that by showing pictures in *Logico*, the teacher can invite the students’ interest since the pictures are interesting to look. Besides, colorful pictures make students interested in learning the material.
5.2. Suggestions

Based on the result of the research, some suggestion below might be considered by the teacher in teaching learning process using Logico. They are:

1. Using this strategy, the students work in a group discussion. So, the teacher should arrange the students chair position (based on their group) into semicircle. It can make them to focus their attention to the activities. The teacher asks the students to arrange students’ chair position.

2. The teacher should tell clear instruction in teaching vocabulary.

3. Matching test using picture is one of the instruments used to test students’ vocabulary mastery. For further research, it is better to use another type of test. This type of test tends to confuse the students since the picture not clear. It is better to use matching test using the definition of the word, putting clue letters toward the pictures, so that the students may be helped to guess the target objects.