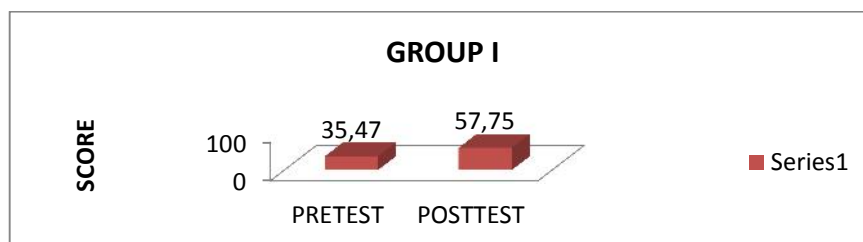


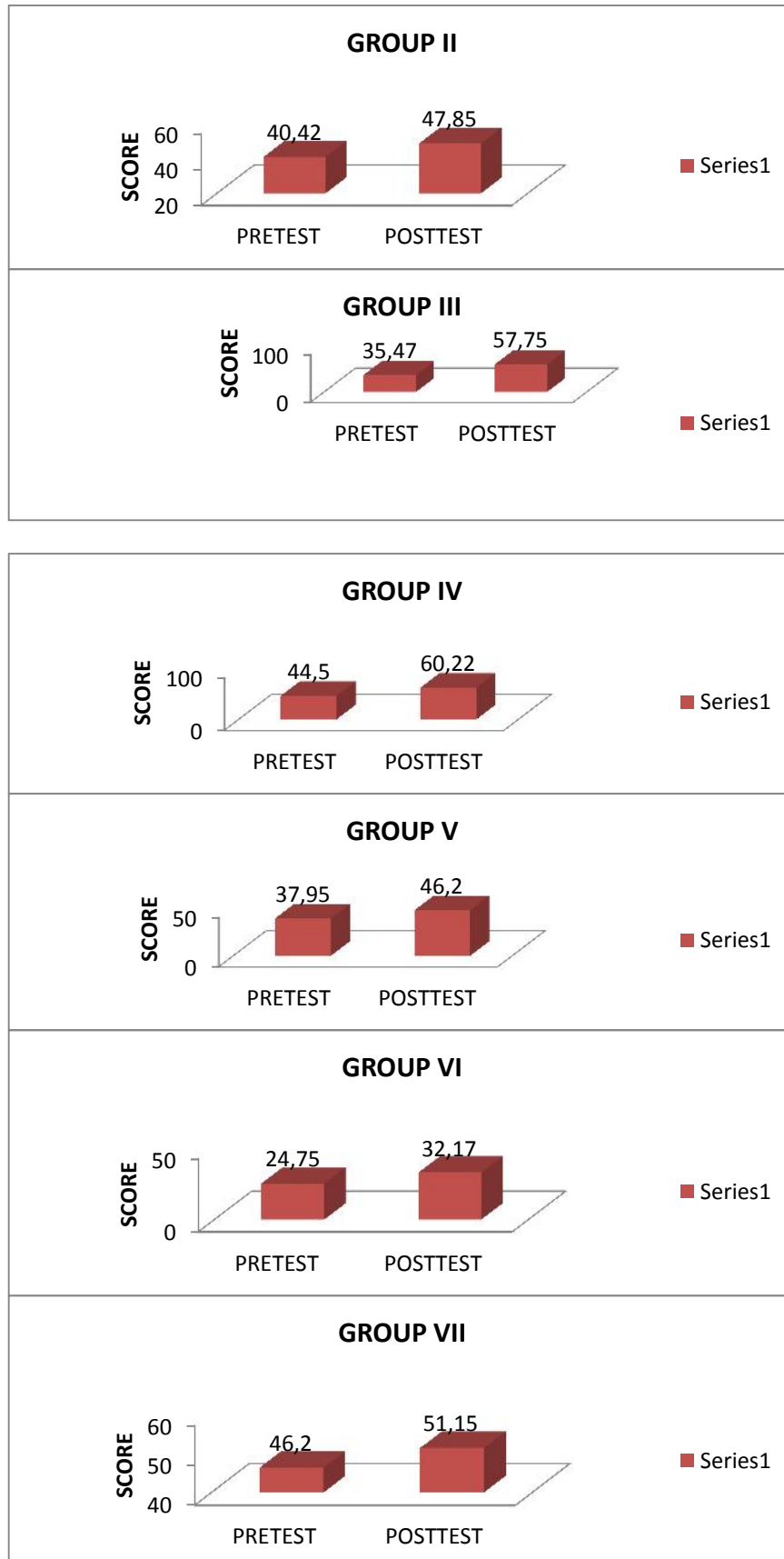
V. CONCLUSIONS AND SUGGESTIONS

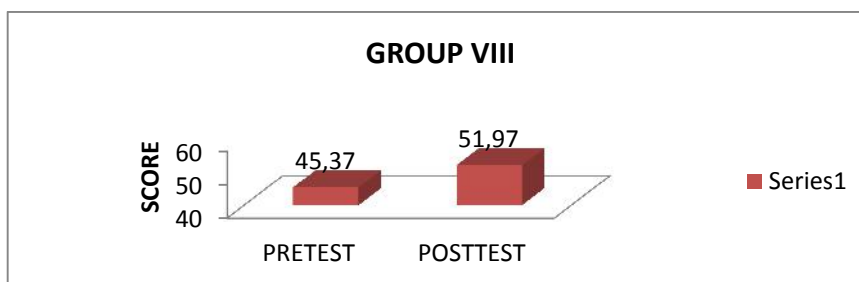
5.1 Conclusions

Having conducted the research at the ninth grade of SMP Negeri 11 Bandar Lampung and analyzing the data, some conclusions are given as follow:

1. There was a significant difference of the students' vocabulary achievement before and after being taught through group work. It can be proved from the increase of the students' mean score in the pretest and the posttest. The result of the posttest was higher than the result of the pretest.







There was an increase from the total mean of the pretest in group one (35.4750) to posttest (57.7500), the total mean of the pretest group two (40.4250) to posttest (47.8500), the total mean of the pretest group three (34.6500) to posttest (42.0750), the total mean of the pretest group IV (44.500) to posttest (60.2250), the total mean of the pretest group five (37.9500) to posttest (46.2000), the total mean of the pretest group six (24.7500) to posttest (32.1750), the total mean of the pretest group seven (46.200) to posttest (51.1500) the total mean of the pretest group eight (45.3750) to posttest (51.9750).

The significant difference can also be seen from the total number of items of the students' correct answers on the pretest and the posttest. The total number of items of the students' correct answer in group work for noun on the pretest was 228 and the posttest was 380, the gain was 152. For verb on the pretest was 190, the posttest was 266, the gain was 76. Mean while for adjective on the pretest was 152, the posttest was 228, and the gain was 76. The result of the hypothesis test shows that the hypothesis was accepted ($p < 0.05$, $p = 0.000$).

2. Seeing the teaching learning process in class VIII E, it was noted that learning vocabulary through group work could motivate, challenge and involve all students in the group work. It can be seen from their enthusiasm and participation in doing the group work. They became active during the teaching learning process.
3. Teaching English vocabulary through group work with an interesting way, enjoyable situation, cooperative and competitive situation improved the students' interest in learning English and helped them understand the vocabularies of sport. It is good result because they got new English vocabularies.

5.2 Suggestions

Considering the conclusions, some suggestions were proposed as follows:

1. Since there is increase on students' vocabulary achievement taught through group work, English teachers are suggested to use this group work as variation in teaching English vocabulary. It means group work can give motivation to students in teaching learning process with discussion to know and to get the material in the class.
2. During the teaching learning process, the researcher saw that there were some students busy with themselves. To overcome this situation, the English teacher should arrange the students' chair position. It can make

them focus their attention to the representative of a group coming in front of class.

3. It was found that there were some students did not know the meaning of some English words used as vocabulary target. Therefore, the English teacher should observe whether all the students in the class give appropriate response or comprehend the vocabulary meaning which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning. e.g.; ask them to make sentences by using those words.

APPROVAL SECOND SEMINAR

Research Title : THE IMPLEMENTATION OF MODIFIED DIRECT
METHOD IN VOCABULARY TEACHING LEARNING
TROUGH GROUP WORK BY USING THE PICTURE
AT SECOND YEAR OF SMP NEGERI 11 BANDAR
LAMPUNG

Name : HARTINI

Students Number : 0543042016

Department : Language and Art Education

Study Program : English Education

Faculty : Teacher Training and Education

APPROVED BY

ADVISOR I

CO-ADVISOR

Prof. Ag. Bambang Setiyadi, M.A, Ph.D.
NIP 195905281986101001

Dra. Editha Gloria Simanjuntak.
NIP 194801231977032003

