

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study and suggestions for teachers and researchers in terms of teaching-learning Reading comprehension in Narrative Text.

A. CONCLUSIONS

Based on the finding of this study to the seventh grade students of Waringin Junior High School Bandung Academic Year 2018/2019 which started from February to March 2019, there were five times treatments for control class and experimental class. To collect the data of research, the writer used two groups Pretest and Posttest. The treatments had been done in five times after Pretest. The data were collected from the sample of 31 students in experimental class and 30 students in control class. The experiment class was taught using Problem Based Learning with Visual – Audio – Kinesthetic (VAK) method, meanwhile the control class was taught using Collaborative Learning in teaching Vocabulary. Based on the data analysis, it can be put forward that the conclusions are:

1. There was no significant difference between Collaborative Learning and Problem-based Learning in teaching Vocabulary, From SPSS result, and we can see the significant score was 0.084. So, H_0 was rejected. It means there is significant difference between students' score in Posttest of Experimental class and Control class.

2. In the implementation of Collaborative Learning and Problem-based Learning in teaching Vocabulary, it showed that Collaborative Learning made the students happy and fun in learning Vocabulary. They were more active and confidence to present their work and answer the questions in front of the class. Meanwhile, Problem-based Learning made some refreshment for the students so it can decrease boredom atmosphere in teaching-learning process.
3. The difficulties in learning Vocabulary happened because there were some students perceived that Vocabulary was not importance and also the teaching learning process limited by the time.

B. SUGGESTIONS

The writer proposes some recommendations as follows:

1. For English Teacher

To develop the students English Vocabulary mastery the teacher should be friendly and sensitively to the students' condition and always be a good motivator for them. Therefore, the students could enjoy and interest in learning English subject.

2. For Students

Students should motivate themselves to learn English not only in classroom but also outside of the class too. They should more practice in learning Vocabulary, especially through listening to the favorite English

song and translate the lyric by themselves. The students could be active in teaching-learning process.

3. For the next researchers

It is hoped that the next researchers conduct further research dealing with similar topic but in different setting and this research can be used as the references.

The writer completely realizes that this writing is probably far from being perfect, therefore criticism and constructive suggestions are highly appreciated. Finally, the writer expects this research paper to be useful as references for the next researcher.