

## **CHAPTER V**

## **CONCLUSION**

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This chapter consists of two parts. The first part is the summary of this study and the second part deals with suggestion that may be useful for English teachers.

#### 5.1 Summary

All of us have already known that English as a foreign language is taught in Junior High School. For Junior High School students, English is not an easy lesson as Indonesian. They get difficulty since English rules are different from Indonesian ones. We also know that the objectives of language learning is the students' mastery in language skills, namely : listening, speaking, writing, and reading. In attempting to achieve those objectives, vocabulary is an important one. Therefore, teaching learning activities should be first stressed on the students vocabulary building. In order to help the students master the vocabulary, the writer suggests the use of reading passages to teach vocabulary.

The purpose of this study is to find the effect of teaching vocabulary through reading passages on SLTP students' vocabulary retention power compared to the one through reading passages along with word list. It has encouraged the writer to conduct a quasi-experimental study. In carrying out this study, the writer took two parallel classes, namely group A and group B. Group A was treated as the experimental group taught using reading passages and group B was treated as the control group taught using word list. To analyze the result of the tests, the writer used t-test. Having analyzed the result of the tests, the writer found out that the teaching

vocabulary through reading passages gave no significant difference compared to the one through word list.

Although the use of reading passages does not give a significant difference compared to word list the average score of the students taught using reading passages is higher than the students taught using word list as can be seen from their means. Thus, the writer is of the opinion that reading passages can help the students retain the vocabulary longer.

## **5.2 Suggestion**

Based on the result of this study, the writer gives suggestion concerning using reading passages in teaching vocabulary.

The writer would like to suggest that teaching vocabulary through reading passages is one of the teacher's effort to make his students active in the classroom. It means that the teacher only helps the students if the class can not find the answer of the problems. The teacher does not directly answer all the students' questions but he gives several clues and examples through the reading passages. So the students are forced to think, to guess and to find the meaning of the words from the context on reading passage by themselves. Furthermore, the teacher selects the materials that are suitable to the students' previous knowledge.

Finally, the writer hopes that this study would give some helps for the future research and give an input for the English teachers.

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