Chapter 5
Conclusion and Suggestion

In this chapter, the conclusion of the research and suggestions dealing with the implementation of CCT were presented to give a brief description of the success to improve the students' achievement on vocabulary using the technique which was implemented to the eighth graders of SMPN I Labang Bangkalan.

Conclusion

Based on the findings of this study, the CCT was a good technique in learning vocabulary. The technique could improve the students' achievement on vocabulary significantly. It was shown in the score increase that could be compared before the treatment (61.80) and after the treatments (89.31) for three cycles. The score increase was 27.51 (44.51%). It was also supported by the results of the observation checklist and field note, teacher's journal and questionnaires and interviews with four students which proved that the CCT was a good technique in learning vocabulary, especially to help them know the meanings of the unknown words appearing in sentences or a text. All of the students said that they liked learning English

through the technique since they could guess the meanings of the unknown words appearing in sentence or text more easily. This could happen for they had sufficient clues written in passage. They could also answer the text-based questions. And they could finally improve their reading comprehension skill.

It was confirm said that the technique had answered the two research problems of the study: to what extent CCT could improve the students' achievement on vocabulary and how CCT could improve the students' achievement on vocabulary.

It could be concluded that the CCT was a good technique in learning vocabulary. The students could guess the meanings of the unknown words appearing in sentence or text through the technique. They were able to answer text-based questions and finally they could comprehend content of the text. Besides, this technique also could make a good environment in the classroom activities. They liked learning English through the CCT. They were much more active in the teaching-learning process.

Suggestions

For English Teachers

Considering the findings of the study, it was suggested that English teachers apply this technique in teaching vocabulary because the students can study faster and show good performance in studying English. They will be more enthusiastic and active in the classroom activity compared with those who use traditional way of comprehending reading text.

The students' achievement on vocabulary could be improved through this technique. In the pretest, their mean score was 61.80(insufficient level) and in the posttest of the last cycle of the study, their mean score changed into 89.31, it was categorized into a very good level.

For Book Authors

The results of this study showed that the CCT was a good technique in learning English in general and vocabulary in particular. Many textbooks or student books used by students or learners do not provide sufficient clues to help them understanding the unknown words found in the passage. It is suggested that book authors provide the books with clues in order that the students or learners will find it easier to

understand the unknown words in texts. Thus, their vocabulary learning will not always depend on their dictionaries and teachers.

For Further Study

This study was limited only on some of the common types of contextual clues (synonyms, antonyms, definitions, explanations and restatements) because of the limited time. It is essential that other researchers develop other studies using other types of contextual clues as one of the techniques in learning vocabulary to have a better certainty on the technique because vocabulary is one of the most important components in learning English.

In this study, the researcher still included clues in the posttest because the subjects under the study were still in the beginner level. It was still hard for them to guess and understand the meanings of the new/unknown words appearing in sentences or passage. So, it was suggested that other researchers who want to conduct a research using this technique not to include clues in the posttest to know to what extent can the students' achievement on vocabulary or their

Understanding on the meanings of new words is improved through the technique.