CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

In this study, there are two research questions: the application of the list-group-label strategy in teaching vocabulary and increasing the use of the list-group-label strategy in teaching vocabulary. After completing the research, the researcher will outline several conclusions. There are conclusions from this research:

1. The process of list-group-label strategy to improve students' vocabulary in recount text was implemented in two cycles. List-group-label is an alternative way; it is a strategy that can make students more interested in the learning process. The result of learning with the List-Group-Label strategy encourages students to improve their vocabulary and categorisation and to learn to organise concepts. By organising and categorising words, students will better understand and remember vocabulary. They will also be better able to recognise the words in other contexts, which will help them to expand their vocabulary. It also motivates students to discuss when they are asked to work in groups to exchange ideas. The list-group-label strategy encourages students to take responsibility for their own learning. They learn how to organise and categorise information. So the List-Group-Label strategy not only helps them to understand how the words relate to each other, but also helps them to understand the context and usage of the words, thus improving their understanding and use of vocabulary.

2. Based on data obtained from tests and observations carried out and analyzed in the previous chapter, it can be concluded that teaching English using the list-group-label strategy is effective for students. The significant student score results prove this. In cycle I, the average student score was 62,50; in cycle II, the average student score was 80.00. Using the list-group-label

strategy in teaching and learning is engaging for students. This can be seen from the results of observations and test results.

Therefore, based on the results obtained above, it can be concluded that the application of the list-group-label strategy can improve students' vocabulary knowledge more. It not only makes students able to understand vocabulary, but also helps to encourage students to be more active in learning. However, in order to achieve the above improvement, there are some things that need to be considered when implementing the List-Group-Label strategy, such as what needs to be done and what does not need to be done by the teacher. As in Cycle 1, the reflections made by teachers and researchers show that there are still many shortcomings of the teacher in explaining the material in front of the class. Researchers acting as teachers still cannot explain well when in front of the class, the teacher seems to explain in a hurry when in front of the class, the teacher looks awkward when in front of the class, the teacher has not been able to control the condition of the class properly, it can be seen from the students still not paying attention to the teacher's explanation, the students tend to talk to their friends, there are still those who pass by asking permission to go to the toilet and there are some students who are just silent and daydreaming.

Not only that, the teacher has not been able to create a good classroom atmosphere so that students are less enthusiastic about learning and to attract students' attention so that they are more active in learning. As a result, students still do not understand the use of the list-group-label strategy because students tend not to pay attention to the teacher's explanation and are more silent. In the performance of the students in Cycle 1 written by the observer, the students also tend to joke around when in groups, even what the teacher has only briefly instructed them to do. They said that they still did not understand the use of the list-group-label, so they only got a little. From the results in cycle 1, then in the reflection section the teacher and researcher discussed for the next meeting to make students can play an active role during learning and can control the class well. The researcher and the teacher also agreed that the teacher should

encourage the students to better understand the vocabulary knowledge learning, and the teacher should always guide the students and be supervised more closely.

Next, in Cycle 2, from the results of the reflection done in Cycle 1, there are changes made by the teacher during the learning process. In Cycle 2, in order for the students to understand the vocabulary contained in the narrative text, the teacher advised the students to bring a dictionary and asked the students to identify difficult words and ask the students to memorise the word so that when they connect the word in List-Group-Label, they can already identify the word in the label. As a result, the students understood the use of List-Group-Label better. They looked enthusiastic when discussing with their group mates how to arrange the words they had found. From the observations made, this seems to be better than the previous meeting.

The teacher has also been able to explain well without feeling embarrassed, the teacher's explanation can be understood. The teacher can control the atmosphere of the class so that the students can listen properly to the teacher's explanation, there are no more students who are noisy or preoccupied with their own world. The teacher can arouse the interest of the pupils so that they are enthusiastic about learning. The results of the reflection carried out in Cycle 2, based on the discussion between the researchers and the teachers, are that the students showed satisfactory progress in using the list-group-label strategy, the attitude they showed during learning has also improved. As they already know how to use the List-Group-Label strategy, they easily understand and know the vocabulary they learn. These results have increased their vocabulary knowledge. The classroom also became better and the students were more able to control themselves while learning. At the reflection stage in Cycle 2, it can be concluded that in order to make the learning process good, more attention from the teacher is needed and the teacher must create a good atmosphere so that the students can be enthusiastic and understand the learning in class. Teacher's encouragement to guide students is also needed so that students understand more easily.

B. Suggestions

After conducting research, several suggestions for teachers and researchers might be considered in English language learning, especially in vocabulary learning. The suggestions are as follows:

1. For teachers, using the list-group-label strategy is an interesting way because it can arouse students' interest and motivation in learning vocabulary. Therefore, teachers should develop creativity such as using the list-group-label strategy to arouse students' interest in learning. The researcher suggests that teachers use list-group-label to improve students' vocabulary. Teachers can apply this strategy to all types of texts and it is also easy to implement. Not only that, but the suggestion to teachers is to create a classroom atmosphere where students are enthusiastic about learning the material to be explained.

2. For researchers And future researchers, the list-group-label strategy can be applied to recount text and all types of text. This strategy can also be applied to other research methods, such as experimental or comparative methods. Researchers realize that this paper still needs improvement. Researchers expect criticism and suggestions for the perfection of this thesis. Finally, the author hopes that this paper can be helpful for all of us.