

CHAPTER V

CLOSING

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make batter improvement and motivation for students, teacher and writer related with the teaching learning of mnemonic toward students' vocabulary.

A. Conclusion

Based on the result of data analysis, it showed that using mnemonic device gave effect on vocabulary at the second grade students at MTsNMaliku

It could was saw from the result of t test calculation using manual calculation, it was found that t_{observed} was higher than t_{table} at 5% and 1% significance level ($2.00 < 5.315 > 2.65$). It meant H_a was accepted and H_o was rejected. It means there is significant effect of using mnemonic device in teaching english vocabulary at the second grade of MTsN Maliku.

B. Recommendation

The problem of the study as stated in Chapter I 'Is there any significant effect of mnemonic toward students' vocabulary at the eight grade of MTsNMaliku. Based on the result of data analysis from vocabulary scores which gained by students before and after conducting treatment, there were significantly different based on the statistical analyses, to get value of the t_{table} . It was found

that t_{observed} was higher than t_{table} at 5% and 1% significance level ($2.00 < 15.315 > 2.65$). So, the writer could be conclude, there is significant effect of using mnemonic device in teaching English vocabulary at the Second Grade of MTsNMaliku.

This indicated that the alternative hypothesis stating that there was any significant effect of mnemonic toward students' vocabulary skill in teaching vocabulary of the eight grade students of MTsNMaliku was accepted. Meanwhile, the Null Hypothesis stating that there was no any significant effect of mnemonic toward students' vocabulary skill in teaching vocabulary of the eight grade students of MTsNMaliku was rejected. It implicated that teaching vocabulary by using mnemonic gave effect toward the eight grade students' score at MTsNMaliku. It meant that if the students were taught mnemonic strategy, therefore, the students' vocabulary score would be higher than it would without using mnemonic. On the contrary, if the students were taught vocabulary without using mnemonic as strategy for vocabulary, the students' score of vocabulary would be lower than the use of mnemonic. It can be proved by the difference of Pretest and Posttest. Atkinson and Rough), who used mnemonic for vocabulary development, mnemonic method proved by highly effective resulting for the most critical test a score of 72 % correct, compared 46% for control group.. This work had a major influence, because it showed that very detailed explanations of verbal data can be obtained. To study problem solving, "One way for teachers to know what vocabulary students are using and help them use effective strategies in their

vocabulary is to engage them in mnemonic. With, students verbalize, in an interview context, how they are processing the text they are vocabulary'.

In teaching vocabulary using mnemonic device, the writer found some problems, like the writer could not manage time well, voice of the writer was weak, so not all of the students could hear the voice of the writer, and the writer combined second language (English) and first language (Bahasa Indonesia) in teaching vocabulary, because the students were confuse and they were not understand. So, for the next researcher, the writer hoped they could improve this technique (mnemonic device) better and more interesting. They also should study to manage time well, so teaching and learning process more effective.

C. Suggestions

According to the conclusion of the research result, writer would like to propose some suggestions for the students, teachers and the writers as follow:

1. Students

The students should use this strategy to increase their English skill especially in vocabulary. It improved their knowledge about the information of the world. The students can use this strategy to learn about other English.

2. Teacher

The writer recommended the English teacher to apply the mnemonic in teaching vocabulary generally, and increasing students motivation especially. It can help the students to be able to increase their vocabulary. It is because the result of the study showed that the effect was effective toward the students' vocabulary.

3. Future Writer.

In this study, the writer realized that design of the study was very. There are still many weakness that could be seen. Therefore, for further writer, it is expected that the other writers can improve this with better design and different object in order to support the result finding. In other word, the other writer can use this research as the reference for conducting their research.