CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

1.1 Conclusions

Based on the data analysis and hypothesis testing, it concluded:

1. There was a significant difference of students' vocabulary mastery between students who were taught by using WW strategy and those who were taught by using LGL strategy. The students'achievement in vocabulary mastery taught by WW strategy is higher than taught by LGL strategy.

2. There was a significant difference of students' vocabulary mastery between students who having high interest and those who having low interest. The students' vocabulary mastery of students have high interest is higher than the students who have low interest

3. There was an interaction between using teaching strategies and students' interest on students' achievement in English vocabulary mastery. Word wall strategy gave better effect to the situational interest. From the result can be conclude that the students with low interest better learn taught WW strategy, and the students with high interest recommended to learn taught LGL strategy.

1.2 Implications

This research in teaching vocabulary at SMP IT Ummi A'yuni Perbaungan can give some implications.

1. The result of this research implies that English teacher should try to apply WW and LGL strategy. WW strategy gives high-frequency sight words and is located on the wall of a classroom for students to easily see and learn. Meanwhile LGL strategy develops students' academic vocabulary by categorizing words into groups that relate to similar concepts.

2. The teacher should realize that interest in learning English really influence thestudents' learning achievement, and the teacher should always give more attentionto the students' weakness in learning English.

3. In this research, it implies that English teacher should try to apply LGL strategy for it students who have high interest in learning English. Because LGL strategy really need the students who active, interest and need the students who seriously and have more attention. Moreover, word wall strategy can make English teachers easier in managing learning activity becausethey just function as facilitator. This strategy can be a good choice for English teacher in to improve students' vocabulary mastery.

1.3 Suggestions

The research findings provide valuable suggestion for the improvement of students' vocabulary mastery. Thus, the following points are suggested:

1. English teacher should apply WW strategy in learning vocabulary mastery, because the WW strategy is equally good in improving students' vocabulary mastery.

2. English teacher should pay more attention to students' with low interest and give motivation for improves their vocabulary mastery.

3. English teacher should be able to identify, maintain and encourage student interest and give appropriate teaching strategies to enhance their vocabulary mastery.