CHAPTER V

CONSLUSIONS AND SUGGESTIONS

The conclusions and suggestions from this research are explained in this chapter. Each point are explained below.

5.1 Conclusions

Based on the findings and discussion of the research showed in Chapter IV, the researcher concludes:

The first conclusion is that CLL method was implemented to the seventh grade students of *SMP Negeri 1 Purwokerto* through several techniques that were carried out by the teacher and students in teaching and learning English vocabulary in the classroom such as group work, translation, free conversation, and recording. First is group work, the English teacher formed students groups and distributed the assessment sheets to each group, students worked together in groups. Second is translation, the teacher helped students translate if the students did not know the meaning of the vocabulary. Third is free conversation, students did discussion in groups during the English lesson. The last is recording, to check the students' understanding of the English vocabulary they had learned, the teacher told them to make video recording by mentioning English vocabulary in the video.

The second conclusion is that CLL method was implemented by the teacher for teaching English vocabulary because according to the teacher, in learning English vocabulary the students should feel happy and comfortable in the

classroom. Therefore, the teacher implements the CLL method which is this method is interesting for teaching that could make students feel comfortable, enthusiastic, also could increase their English vocabulary. As it was found from the findings that students were interested and enthusiastic to learn English because according to them, the learning activities were interesting so that students could feel comfortable in learning. In addition, students could improve their understanding of English vocabulary. Therefore, the teacher implements the CLL method to teach the seventh grade students because the method is suitable for teaching vocabulary as well as the students' positive response to the learning activities.

The third conclusion is that students' perceptions toward the CLL method implemented by the English teacher in teaching English vocabulary were that CLL method implemented by the English teacher made students active, interactive, reduce anxiety, and increase self-confident in learning. These could be seen when they were active in following the learning activities, discussed together in group about the material, students also could reduce their anxiety to speak the English vocabulary, and become more confident in learning because the teacher guided them in a friendly way and did not judge or scold them if they did wrong in learning English.

5.2 Suggestions

After the researcher made the conclusions, below are presented some recommendations by the researcher for English teachers, students, and other researchers, are as follows:

1. For Teachers

   In implementing the CLL method for teaching English vocabulary, the researcher suggests the teacher to create variations of audio or video recording techniques. So that students will be more motivated and interested in learning English vocabulary because there are variations in learning activities.

2. For Students

   Learning English vocabulary with CLL method in the classroom could make students enrich their vocabulary. Therefore, the researcher suggests the students to apply the English vocabulary they have learned in everyday life, both inside and outside the classroom. So that students will remember the vocabulary easily and increase more their skills in mastering English vocabulary.

3. For Other Researchers

   This study focused on describing the CLL method in teaching English vocabulary. There are many kinds of language teaching methods such as GTM, DM, ALM, CLT, TPR, and SW. Other researchers can describe in detail the process of teaching and learning English vocabulary with the other teaching methods by using content analysis as technique to analyze the data.