CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the research findings and discussion stated in the chapter four. The conclusions deal with proper model of active learning great wind blow implemented in improving the students' vocabulary ability. In addition, the suggestions are proposed to follow up the findings of the study.

A. Conclusion

After completing this research, the researcher had to draw the conclusion of the research. The conclusion is the answer of the research problems from the data that is explained in the previous chapter. The points that would be concluded by researcher are the procedures of a proper model of developed in implementing active learning great wind blow, the result of the research cycle I and cycle II.

The procedures of a proper model of developed in implementing active learning great wind blow are Pre vocabulary activity, while vocabulary activity and Post vocabulary activity. *Pre Vocabulary activity* is a process where the teacher introducing Active learning great wind blow to the students. Pre vocabulary activity is a preparation to learning vocabulary using that model. *While Vocabulary,* the teacher teaches the vocabulary using active learning great wind blow strategy. While playing great wind blow, teacher

also observed the students' attitude and their activity. The teacher could know that the students were give attention to the games or not. *Post Vocabulary*, in this stage the teacher asked the students answer the questions related to the vocabulary that given before. The teacher asked the students to answer the question that the teacher given.

By implementing active learning great wind blow with the proper model applied the students' ability in vocabulary a story. The percentage of the students achieving the score greater than or equal to 75 improves significantly from Cycle I to Cycle II. The percentage of the students achieving and the average score is greater than or equal to 75. in Cycle I was 33, 3% (10 students out of 30)and the average score is 56, 6. Meanwhile, in Cycle II the percentage of the students achieving the score is greater than or equal to 75 increased into 100% and the average score is 86, 5. Based on the data above, the research of the cycle I and cycle II, because the students achievement is all of the students (100%) who get at least 75, and the average score is 86, 5. the students data reaches the criterion of success, so the conclusion is the active learning great wind blow can improve students' vocabulary in the eleventh grade of MA NU Mojosari Ngepeh Loceret Nganjuk.

The percentage of the students' involvement in the vocabulary activities during the implementation of active learning great wind blow in teaching and learning process improved significantly from Cycle I, some students did not implement all activities seriously, 63, 3% students (19

students out of 30) involved in the vocabulary activities. Meanwhile, in Cycle II, the students involved in the vocabulary activities increased to 93, 3% students (28 students out of 30). They were actively involved in the vocabulary activity.

B. Suggestion

After completing this research, the researcher makes some suggestions in order to make this research useful in the real life. The suggestions are belonged to the teacher and the next researcher.

For the teacher, active learning great wind blow which has been applied as the alternative teaching method which can make the student feel happiness when they learning English vocabulary, it also will make the students enthusiasm when they study about English

Teaching vocabulary used active learning great wind blow is one of many method that can be applied in teaching English vocabulary, but this research is still need some improvement or some creative idea that can be added to teaching English vocabulary.