

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusion summarizes the findings related to the implementation of Genre-Based Approach (GBA) integrated with Project-Based Learning (PjBL) in creating an Illustrated English Dictionary to enhance students' vocabulary retention. Meanwhile, the suggestions are addressed to English teachers, students, and future researchers for further improvement and development in English language learning and research.

A. Conclusion

Based on the findings and discussion, it can be concluded that the integration of Genre-Based Approach (GBA) and Project-Based Learning (PjBL) through the creation of an Illustrated English Dictionary successfully enhanced students' vocabulary retention at the Ninth F-Grade of MTsN 6 Kediri. This conclusion is supported by the significant increase in students' test 2 scores, which exceeded the predetermined success criterion of 75% mastery. In addition, qualitative data from observations and interviews showed that students became more active, engaged, and confident during the learning process.

Regarding the challenges faced during implementation, several difficulties were identified, including pronunciation errors, lack of confidence, dependence on peers during group work, time management issues, and difficulties constructing grammatically correct sentences. However, these challenges were successfully addressed through teacher scaffolding, repeated vocabulary drilling, clear role

assignment in group work, time monitoring, and continuous feedback throughout the project activities.

Therefore, it can be concluded that the integration of Genre-Based Approach (GBA) and Project-Based Learning (PjBL) in creating an Illustrated English Dictionary proved to be effective in improving students' vocabulary retention, participation, and engagement in English learning at the Ninth F-Grade of MTsN 6 Kediri.

B. Suggestions

Based on the findings and conclusions of this research, the following suggestions are offered to various stakeholders.

For English teachers, it is encouraged to implement Genre-Based Approach (GBA) integrated with Project-Based Learning (PjBL) as an alternative strategy for teaching vocabulary. Teachers may also utilize visual media and project-based activities to create a more engaging and meaningful learning environment. In addition, teachers should provide sufficient scaffolding and feedback, especially for students who experience difficulties in vocabulary use, pronunciation, and sentence construction.

For students, it is encouraged to actively participate in classroom discussions and project activities to maximize their vocabulary learning. They should continuously practice using newly learned vocabulary in speaking and writing activities. Students are also recommended to create personal vocabulary notes or illustrated dictionaries independently to strengthen vocabulary retention.

For future researchers, it is recommended to conduct similar studies involving larger numbers of participants across multiple schools or different

educational levels, such as senior high school or vocational school, to determine whether the integration of GBA and PjBL through illustrated dictionary projects yields consistent results across diverse learner populations and institutional contexts. Additionally, future studies should incorporate a delayed post-test administered at least two to four weeks after the intervention, as this study only measured immediate vocabulary retention through an immediate test 2, leaving the long-term durability of the observed vocabulary gains unexplored; such delayed measurement is essential to determine whether the improved retention represents genuine long-term memory consolidation or merely short-term rehearsal effects. Researchers are also encouraged to compare the effectiveness of GBA and PjBL integration with other instructional approaches, such as Task-Based Language Teaching or Content and Language Integrated Learning, to establish which method is most efficient for enhancing vocabulary retention in EFL contexts. Furthermore, future research should extend the implementation period beyond one cycle with three meetings, as conducted in this study, and employ multiple Classroom Action Research cycles to observe students' vocabulary development progressively and to identify whether repeated implementation produces cumulative improvements or diminishing returns. Another important direction is to examine the integration of GBA and PjBL for different English language skills, particularly speaking and listening, as the present study focused exclusively on vocabulary retention within procedure texts. Moreover, future researchers could develop digital or technology-based illustrated dictionaries, such as using tablets, smartphones, or online platforms, to investigate whether technological mediation enhances students' motivation and vocabulary retention compared to paper-based projects. Finally,

future studies should specifically examine the impact of this integrated approach on lower-proficiency students and those with limited working memory capacity, as the present study found that approximately 14.71% of students still struggled to achieve the minimum mastery criterion despite overall positive results, suggesting that differentiated instruction or additional scaffolding may be necessary for this subgroup of learners.