CHAPTER V
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This chapter deals with two main parts which consists of the conclusion and the suggestions. In the conclusion part, the writer gives a summary of the main points that have been discussed in the previous chapters. While in the suggestions part, the writer gives some suggestions for further research.

5.1 Conclusion

Vocabulary as one of the language components in the teaching of English as a foreign language has the most important role in the reading skill. The success of reading can be achieved by having the ability to understand and comprehend the reading texts fully. The vocabulary meanings should be understood first in order to comprehend the information in the reading texts. Therefore, besides general knowledge and experience, adequate vocabulary stock and mastery are required for comprehending what have been read.

However, in fact the writer finds out that most Senior High School students who study English as a foreign language find difficulties in comprehending the reading texts because they are lack of vocabulary stock and mastery. This refers to the fact that most reading texts in the textbooks contain many unknown vocabulary to be discussed. So, to save time, the teacher usually gives the meanings of unknown vocabulary to be memorized or asks the students

to look up the vocabulary meanings in the dictionary. As a result, those students tend to depend on the teacher's translation or on the dictionary. They are less trained to guess the vocabulary meanings based on the context of the reading texts. Finally, within a long period of time, most of the vocabulary learned disappear from the students' memories. Therefore, eventhough the vocabulary teaching is given in a contextual reading text, the students are still lack of vocabulary stock and mastery.

In this study, the writer suggests a new reading text — the poems — to be used as a means of the teaching and learning of vocabulary in Senior High School. With careful selection and preparation based on the 1994 English Curriculum for Senior High School, the poems are considered as a good means of improving the students' vocabulary. In proving this assumption, the writer conducts an experimental research.

The experiment is given to some sample classes of the first year students of SMU Kristen Petra 3, Surabaya within one month period. The treatments are given five times to each group — the experimental and the control groups — with the same teaching procedures eventhough there is a little difference on the vocabulary discussion procedures between the groups. Before and after the experiment, a test is given to both groups. The gain difference between the tests in each group is considered as the sample students' vocabulary achievement.

Based on the gains obtained from the pre–test and the post–test scores, the data show that there is a significant difference between the groups. The students who are taught using the poems have better vocabulary achievement than

those who are taught using the reading texts which are taken from the textbook. This happens for the poems help students more in understanding the vocabulary meanings deeply.

In short, the finding of this study leads to the conclusion that the poems can be applied as a means of the vocabulary teaching to the Senior High School students.

5.2 Suggestions for Further Research

After completing this study, the writer would also like to share her experience related to the weaknesses she finds in this study.

In this study, the treatments are only given five times to both of the groups. It may have given more complete result if the treatments are given more since the students' vocabulary achievement can be observed more deeply. Nevertheless, for better result, the research requires for more treatments and more time.

For the poems, they are selected based on the themes and the topics of discussion in the 1994 English Curriculum for Senior High School. It would be better if the poems are selected based on the students' interests, so that the students will be more motivated to learn and the result will support the study more.

The effect of the suggested reading texts — poems — in this study is observed through one kind of instrument (objective type test). It would be better if the effect of the suggested reading texts — poems — is proved into more than one

instrument (for example: objective and subjective type tests) so that the result will support the study more.

The population and the sample of this study are taken from certain subject who are only a small part of the whole. In other words, they are limited to a certain part. Therefore, the results cannot be generalized to all people.

Having these weaknesses, the writer realizes that this study is far from being perfect. Therefore, she expects for further research of this study conducted by other people using a better research design, with more treatments, a wider and better selection of poems, a better test construction, and a wider subject or population for achieving more complete and more valid results.

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