

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of this study, it is proved that there are some significant changes within the application of thematic-units approach. It has already answered the problem statement that in fact, there are significant interval scores between before and after implementing this approach. The class average score has increased 21.7% from 64.4 to become 78.6 in some students' vocabulary competence tests.

Even though this approach is concerned to have an extra teacher's creativity to compose the materials then integrates some linguistic competences of them, this thematic-units approach is considered to have some advantages. In a short time of meeting within semester program, the units or materials can be compressed at once. However, the vocabulary teaching process can be focused and easier to be understood by the students. Based on the indicators of achieving vocabulary competences, it is summarized that this study already answered problems.

5.2 Suggestion

After conducting this study and referring to the result of the study, the researcher proposes a suggestion to the reader, especially to the English teacher who faces as same as this problem in the real class situation. In some cases of vocabulary teaching learning, if they have not been successful yet, and most of students have less competence of recognizing those words

due to lots of materials among units that must be recalled, this thematic-units approach is possible to apply.

Concerning with the advantage of this approach, the percentage of students' progress in a vocabulary achievement will be better expected, supposed that the application of this approach is gone on during the class activities continuously further. Furthermore, it is suggested that this study is proved to be useful for the curriculum designer of other researcher to have English materials are more focus on the goals by breaking down.