

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research was carried out in order to answer the four research questions posed in the problem formulation.

The process designing of supplementary materials based on task the created materials were made up of eight parts, each representing one of eight subjects for eight meetings. The topics were sorted in order of difficulty. Each unit taught the skills in an integrated manner. The topics, the names of the chapter, and the skills. In one unit there are three sub-chapters, namely: “come in”, “work it out”, “do it over”.

The supplementary materials that have been designed are validated by the two experts respectively. The results of the two experts were respectively 85% from material experts and 89% from media experts. So it can be concluded that the supplementary materials has a very feasible category, so that the supplementary materials can be used by teachers and applied to students. The next step after the completion of the process for developing the preliminary version of the vocabulary materials, the next step was preliminary field testing. This stage attempted to assess whether the designed materials were appropriate, well -developed and

well-designed. The first step in using this book is the teacher explain the material from the textbook.

This supplementary material book is implemented by the teacher to students in learning process. then the teacher provides this supplementary material to help students understand vocabulary or not. The components of this book are developed to help the English teacher execute the materials more effectively. The overview will quickly elaborate the TBL ideas underlying the teaching learning activities in the resources. This book also includes the answers to the exercises to make the teacher's job easier.

According to the teachers, after they used this supplementary material students are more enthusiastic in learning vocabulary, because they think this supplementary material is very interesting. Based on the average *pre-test* score is 55,75 and the mean *post-test* score of 85,35 this shows an increase. the *gain* score is obtained from the comparison of the value of the average *pre-test* and *post-test* in learning using supplementary materials is 0,73 with “high” category ($N\text{-gain} \geq 0,7$) the increase in the *post-test* average value shows that in general the supplementary materials improves students' vocabulary in learning.

B. Suggestion

1. Suggestion for English Teachers (especially for the English Teacher at SMP Bina Mandiri)

Some English teachers may regard task-based learning as a new method since they are unfamiliar with it. Considering that fact, the writer suggests that teachers who intend to use the book read it extensively. The writer suggests that junior high school English teachers, particularly those at SMP Bina Mandiri, implement the design materials into their English teaching learning process to help students with vocabulary mastery. Teachers can also use creativity to implement other strategies or activities that are more fit for students.

2. Suggestions For Students

All students should have good motivation in learning English.

3. Suggestions For Other Researchers

The suggestion to other researchers who are interested in conducting the same study in this subject are encouraged to use the designed materials. It will assist researchers in determining if the developed materials are successful and appropriate for use with stude