

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of research and discussion, it can be concluded that the use of the environment around the school can foster student enthusiasm for learning. fun learning resources make students not bored even to sleep while learning. In addition, the environment around the school can also improve the vocabulary mastery of the students of class VIII B MTs Terpadu Manba'ul Ulum Klepek, especially in the ability to master the vocabulary of objects and the vocabulary of routine activities. The learning process of improving vocabulary mastery skills through the environment around the school as a learning resource for class VIII B students of MTs Terpadu Manba'ul Ulum Klepek starts from the selection of materials. The material chosen in this study is the ability to master the vocabulary of objects and routine activities (verbs).

1. The learning process to improve a student's vocabulary mastery consists of 4 stages.

The first stage is preparation, the two learning activities use the environment around the school as a learning resource, the third is activity observation and the fourth is follow-up activities (reflection). The preparatory stage is the teacher and researcher prepare the required learning tools.

The second is the process of learning activities to improve student's vocabulary mastery by using the environment around the school as a learning resource. the following are the results of student learning cycles I and II.

Based on the learning that has been done in the first cycle, learning has looked good even though there are still many obstacles that occur during learning. In the first cycle, students started to get excited while learning, students were not easily bored and even sleepy even though sometimes they still played around when looking for vocabulary in the school environment. Some students have started to be able to read vocabulary without being guided by the teacher although there are still

some students who have difficulty in reading and are still confused in writing the vocabulary that has been obtained. Students also began to be able to pay attention to the teacher's explanation even though only some students. Students also still seem not confident when explaining the results of vocabulary in front of the class. However, some students have also started to be brave when they come forward in front of the class without being appointed and there are still some students who are not so active when asking questions to the teacher. Although there are still shortcomings that occur in the first cycle, the learning already looks good even though it is not so optimal, so that learning is continued in the next cycle.

In cycle II, students were able to pay attention and understand the teacher's explanations and students did not look playful when looking for vocabulary in the environment, because teachers and researchers always reprimanded students who seemed unfocused. Students are also able to understand the teacher's explanations during learning, during question-answer activities students are already active in responding to the teacher. Because the teacher always calls the names of students who look not so active so that students can answer the teacher's questions. Students have dared to go forward without being appointed because the teacher always provides motivation or support to students with the aim of generating self-confidence. In the second cycle, the learning already looks good and maximal.

The environment around the school as a learning resource to improve students' English vocabulary skills has increased both student activity and student grades. Interesting learning makes students not bored because students directly learn in nature. Students are not easily sleepy and even sleep during learning. Students also pay more attention to the teacher's explanation because they like to be invited to learn in nature so far students have only been sitting in class listening to the teacher's explanation, making learning monotonous. With the environment around the school as a learning resource, it can increase student motivation and increase student grades in learning.

The third stage is observing the activities of students and teachers during learning. The last stage is a follow-up, namely by providing enrichment at the end of the cycle and providing repetition of material if it is felt that students still experience many errors and the results do not match the success criteria.

2. The increase in vocabulary mastery results can be seen by comparing the results of the initial ability percentage (pre-action), post-action cycle I, and post-action cycle II. Initial ability (pre-action test) before the action is given using the environment around the school as a source of student learning. In the pre-action, the average value of students is 50.5 with students who complete getting a score of 73 as many as four (4) students with a percentage value of 20% and are included in the classical and individual incomplete categories. Then, in the post-action test of the first cycle, which was given an action using the environment around the school as a learning resource, with an average score of 69.25 with a complete category as many as nine (9) students who got a score of 73 with a percentage of 45%, so the percentage increase from pre-action to post-action cycle I is 25%.

However, this value does not meet the criteria for classical completeness in a specified class, which is 80% and there are still many students who have not reached the KKM. So that the implementation of the second cycle of actions was continued. with an average value of 84.75 and students who completed as many as 17 students with a percentage of 85%. So, the percentage increase from post-action cycle I to post-action cycle II is 40%. Thus, many students have achieved the predetermined success indicator (KKM) which is 73, and have reached the predetermined Classical Completeness Criteria of 80% so that the vocabulary mastery ability of class VIII B students can be said to increase.

5.2 Suggestions

It is proven that the environment around the school can improve student learning outcomes, the researchers suggest the following:

1. School

- a. Learning the environment around the school as a learning resource is proven to be able to improve students' English vocabulary mastery, and there is nothing wrong if this learning model is tried in other activities with different subject matter.
- b. It is expected that the principal motivates teachers to take advantage of the existing environment around the school as a source of student learning, especially English subjects. With the full support of the school can provide a conducive atmosphere for teachers. Thus, making it easier for teachers to deliver or distribute learning materials to students.

2. Teacher

- a. In the process of teaching and learning activities, teachers are expected to make the environment around the school a source of student learning in English subjects to improve student learning outcomes.
- b. The teacher creates a fun and interesting learning atmosphere so that students feel comfortable and actively participate in learning.
- c. Teachers are expected to use learning resources around the school environment to motivate students in learning so that students can understand vocabulary learning.
- d. Teachers use effective and interactive learning resources. One of the alternative learning resources that can be used in teaching and learning activities is the school environment.
- e. Teachers are also expected to be more creative in developing and using the environment around the school as a source of student learning, with different themes to improve the vocabulary mastery of the students of MTs Terpadu Manba'ul Ulum Klepek.

3. Students

- a. Students should focus and pay attention to the teacher during learning.

- b. Students should be enthusiastic in participating in learning activities in class and not sleepy.
 - c. Students should be active in question-answer activities with teachers and friends.
 - d. Students should play an active role in learning so they don't chat with their classmates.
 - e. Students should be able to express themselves boldly and participate in teaching and learning activities held by the teacher by using the environment around the school as a learning resource.
4. Researcher
- a. Researcher can explore the learning environment around the school as a learning resource.
 - b. Researcher can dig up more information about the environment around the school as a learning resource.
 - c. Researcher should study harder and increase motivation in learning English so that they can improve their ability to master English vocabulary.



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