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CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1. Conclusion

The main goal of the research was to explore the effects of Using Authentic Material on the Notivation and Vocabulary Mastery of the Sixth Grade Students of Elementary School 6 Bengkalis Sub-District in the Academic Year 2016/2017. This research was conducted for 6 meetings (one meeting for pre-test, four meeting for treatment and one meeting for post-test) at Elementary School 6 Bengkalis Sub-District. The research design was a quasi-experimental research of Students' Motivation and the pre-test to post-test vocabulary mastery single group design which was based on Campel and Stanley(1963), Gay and Arisian (2003), Haslam and McGarty (2003). The research design was a quasi-experimental research of the pre-test-post-test single group design which werebased on Gay and Airasian (2003).

The questions of this research are:

1. Is there any significant effect of using authentic materials on students' motivation of the sixth grade students of SD Negeri 6 Bengkalis Sub district?
2. Is there any significant effect of using authentic materials on students' vocabulary mastery of the sixth grade students of SD Negeri 6 Bengkalis 6 Sub district?

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To answering the research question, the researcher gets the answer from the hypothesis of data analysis at Chapter IV. The researcher found that:

1. There is no significant difference between students' motivation pretest mean score of experimental group and students' motivation mean score of control group at SD Negeri 6 Bengkalis Sub district. The explanations are T-test result is 0.19, its df is 46, standard deviation of experimental group is 7.97 and control group is 7.19. So, in the conclusion $p = 0.985$, the 2-tailed value is bigger than 0.05 ($p > 0.05$). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SD Negeri 6 Bengkalis Sub district.
2. There is no significant difference between students' motivation posttest mean score of experimental group and students' motivation mean score of control group at SD Negeri 6 Bengkalis Sub district. The explanations are T-test result is 1.189, its df is 46, standard deviation of experimental group is 15.51 and control group is 13.29. So, in the conclusion $p = 0.241$, the 2-tailed value is bigger than 0.05 ($p > 0.05$). The result showed that the mean scores did not differ much between both groups. It could be determined that the subjects in both groups were equivalent before giving the treatment at SD Negeri 6 Bengkalis Sub district.



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3. There is a significant difference between students' motivation pre-test mean score of experimental group and students' motivation post-test mean score of experimental group at SD Negeri 6 Bengkalis Sub district. The explanations are the t-test result is -2,884, its df is 23, by comparing number of significance. If probability >0.05 , null hypothesis (H_0) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.008 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage significant 25.73%.
4. There is significant difference between students' motivation pre-test mean score of experimental group and students' motivation post-test mean score of experimental group at SD Negeri 6 Bengkalis Sub district. The explanations are the t-test result is -8,079, its df is 23, by comparing number of significance. If probability >0.05 , null hypothesis (H_0) is rejected. If probability <0.05 alternative hypothesis (H_a) is accepted. Because the significance is $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage 73.11%
5. There is a significant difference between students' vocabulary mastery post - test mean score between an experimental group and students' vocabulary



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mastery post – test mean score of a control by using Authentic Material at SD Negeri 6 Bengkalis Sub district. The explanations are T-test result is 6.434, its df is 38, standard deviation of experimental group was 6.93 and control group is 7.07. So, in the conclusion $p = 0.000$, the 2-tailed value is smaller than 0.05 ($p < 0.05$). The result showed that the mean scores did differ much between both groups. It could be determined that the subjects in both groups were not equivalent after giving the treatment of Authentic Material of experimental group at SD Negeri 6 Bengkalis Sub district.

6. There is significant difference between vocabulary mastery pre-test mean score of experimental group and vocabulary mastery post-test mean score of experimental group at SD Negeri 6 Bengkalis Sub district. The explanations are t-test result is -11.266, its df is 19, by comparing number of significance. If probability > 0.05 , null hypothesis (H_0) is rejected. If probability < 0.05 alternative hypothesis (H_a) is accepted. Because the significance was 0.000 < 0.05 , thus, H_a is accepted while H_0 is rejected with percentage significant 87.57%.
7. There is significant difference between vocabulary mastery pre-test mean score of control group and vocabulary mastery post-test mean score of

control group at SD Negeri 6 Bengkalis Sub district. The explanations are: test result is -6.917 its df is 19, by comparing number of significance. If $probability > 0.05$, null hypothesis (H_0) is rejected. If $probability < 0.05$ alternative hypothesis (H_a) is accepted. Because the significance was $0.000 < 0.05$, thus, H_a is accepted while H_0 is rejected with percentage significant 72.66%.

According to the conclusions above, it was clearly that Authentic Material gave a good effect and any increasing on students' vocabulary mastery after taught by using Authentic Material.

V.2. Implication of the research

In teaching and learning process, the teacher should find the suitable find the suitable approach, method, technique, and strategy to teach his/her students in order to give effective learning. To improve the students' motivation and vocabulary mastery, particularly on motivation and vocabulary mastery, the teacher has to be able to use teaching methods which are effective, efficient and relevant to the need of the students in order to achieve the target determined by curriculum. It is used Authentic Material to them easier to do the tasks. Most students had less motivation and lack vocabulary. So, the teacher used Authentic Material in teaching and learning



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process. Through Authentic Materials students felt that their motivation and vocabulary were easier and more interesting and it also can increase their motivation and vocabulary mastery.

V.3. Recommendation

There are some things that the researcher wants to suggest based on the relative result of this research:

1. Expected to English teachers especially for the Elementary School to be able to use Authentic Materials in teaching and learning process as one of the strategy that is useful for the teacher to improve students' capability in motivation and vocabulary mastery.
2. This research can be used as a model media in teaching process to make the teacher easy to teach the students and make the teaching and learning process is more interesting so the students do not feel bored in learning English anymore.
3. The researcher hopes the result of this research is useful for the teacher and improves the students' knowledge in English.
4. The research hopes that the teacher must be able to develop her/his capability to change her/his argumentation that teaching English is

difficult. They can use the media in their environment so the teaching and learning process will be satisfied.

5. By using this strategy, the students will be easy to know their ability in writing and vocabulary in English.



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