

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

I held group investigation to know the effect of using group investigation in teaching English maritime vocabulary on first nautical students' of SMK Pelayaran Semarang in academic year 2016//2017. After analyzing the data which were gotten from the pre-test, I found that the students' mastery of maritime English was low. The means value of the pre-test was 67.03. I found that the students did not like the content or topics discussed in the class. They would like to learn something that easy and attractive. In other hand, the teacher still applied the teaching approach or which made the students was not interested in the writing class. In addition, the students showed low motivation in participating in the writing task. They did not participate actively. During the writing class, most of the students kept silent and did not know enough about maritime English vocabulary in writing business letter class.

However the implementation of group investigation was suggested by I to know the effect of students' English maritime vocabulary. After the treatment was given, there were some effect results. Those are:

1. The post-test means value of experimental class was 85.29. It can be said that the score of means value is increased than pre-test because the pre-test score was 67.03. The experimental class was applied by group investigation

method in learning process. From the calculation, I analyzed that there was a



significant difference between pretest and post test. In this case, there was significant improvement of the use group investigation method.

2. The difference mean value between pre-test and post-test in experimental class and control suggest applied group investigation in teaching vocabulary of maritime English were more give the influence for the students' memorizing.

Based on the result of the questionnaire obtained that the application of group investigation also encouraged the student to be more confident in memorizing their vocabulary because they could discuss with their friend as teamwork. This method also made the learning process more attractive and the students who work together and sharing with their teammates could understand the material easily with teamwork form.

## 5.2 Suggestion

This researcher sizes up that the implementation of group investigation in teaching vocabulary of maritime English showed many benefit for students' learning activities. Based on the result of the study, I found out some suggestions that would be helpful make teaching and success in learning vocabulary in Senior High School especially SPM (*Sekolah Pelayaran Menengah*), those are:

1. The teacher should have positive point of view and try to select the teaching technique which is interesting to apply in writing learning. Interesting teaching technique can raise students' comfort to actively engage in the learning activity. On other hand, the teacher should pay

attention to the teaching technique which is given to the students should not be very difficult.

2. Teacher is expected apply group investigation method as the way ass the reference about the technique to make the students easy to memorize the English maritime vocabulary, especially for the nautical students grade XI of Secondary Shipping School (SPM).
3. The nautical students grade XI of Secondary Shipping School (SPM) should change their attitude towards learning English material especiallt vocabulary. They should be more confident and build the teamwork in learning process, do not feel afraid of making mistakes. They should know that mistakes are parts of learning process.
4. For the readers, they could find the aspects of this method which are not presented yet in this research. In the future, they could apply it as their reference for their research. This research should give the readers more information about the effect of using group investigation method in teaching English maritime vocabulary.