

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The analysis conducted in this study demonstrates that the application of different teaching methods—namely the Proprioceptive Method and the Mimicry Memorization Method—produced noticeably different outcomes in students' vocabulary mastery. The statistical data collected from both classes show clear variations in the students' performance. Class A, which was taught using the Proprioceptive Method, achieved a highest score of 85 and a lowest score of 35, resulting in a mean of 67.750, a median of 75, a mode of 75, and a standard deviation of 16.261. On the other hand, Class B, which received instruction through the Mimicry Memorization Method, demonstrated slightly higher achievement, with a highest score of 90 and a lowest score of 35. The mean score reached 72.250, while the median, mode, and standard deviation were recorded as 80, 80, and 18.601 respectively.

These numerical results indicate that students in Class B performed better than those in Class A in terms of vocabulary mastery after receiving treatment. The difference in average scores suggests that the Mimicry Memorization Method was more effective in improving vocabulary retention and recall among the eleventh-grade students of Modern Islamic Boarding School Nurul Hakim. Although both methods were implemented consistently and the same level of test difficulty was applied, the Mimicry Memorization Method provided a more significant boost to students' vocabulary learning outcomes, possibly due to its repetitive and memory-strengthening nature.

Furthermore, the statistical hypothesis testing strengthens this conclusion. With a tcount of -1.875 and a ttable value of -1.684 at the chosen significance level, the result showed that $t_{count} < t_{table}$. This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, the findings clearly confirm that the Mimicry

Memorization Method has a significantly greater positive impact on students' vocabulary mastery compared to the Proprioceptive Method. This conclusion aligns with the data patterns presented in the previous chapters and supports the claim that choosing the appropriate method can greatly influence vocabulary learning outcomes.

B. Suggestion

Based on the results and the conclusion of this research, several suggestions can be offered for different stakeholders involved in the teaching and learning of English vocabulary. First, for students, it is essential to consistently develop vocabulary knowledge because vocabulary plays a central role in understanding and using the English language effectively. Learning together in groups or pairs can be very helpful, as peers can support each other in clarifying material that might be unclear during classroom instruction. Engaging actively in vocabulary activities, practicing outside class, and participating in interactive learning sessions can further strengthen their mastery.

Second, for English teachers, the findings of this study highlight the importance of selecting appropriate and varied teaching methods. Teachers are encouraged to apply engaging techniques such as Mimicry Memorization or Proprioceptive Method depending on the learning objectives and classroom situation. Creating a fun, well-managed, and interactive classroom environment can significantly enhance students' motivation and participation. Teachers should also be aware that different methods may yield different results, and therefore continuous evaluation and innovation in teaching approaches are necessary to ensure optimal learning outcomes for all students.

Finally, for readers and future researchers, this study can serve as a useful reference for further exploration of vocabulary teaching techniques. Future studies may consider involving a larger population, different grade levels, or different types of vocabulary tasks to broaden the findings. Researchers may also explore combining these methods with other techniques or

investigating long-term retention to gain a deeper understanding of how students best acquire vocabulary. This study provides a foundation, and further research is encouraged to enrich the field of vocabulary instruction in diverse educational contexts.

