

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings, it is concluded that VAK (Visualization, Auditory, and Kinesthetic) can improve students's ability on students' vocabulary mastery on Eighth Grade SMP Generasi Bangsa.. It can be seen from the data with the statistical hypothesis of significance level 5 % which is calculated by using SPSS 25 version. It showed that the mean score of experimental class after taught by VAK (Visualization, Auditory, and Kinesthetic) was 87,7 and it was higher than mean score before using VAK (Visualization, Auditory, and Kinesthetic) it was 65, 92 . The data analysis, moreover showed that *sig. 2-tailed (p)* $52 < 0,05$ and $51.606 < 0,05$. It means that null hypothesis (H_0) was reject and alternative hypothesis (H_a) was accepted.

The significance total score it can be seen of mean score in experimental class after taught by using VAK (Visualization, Auditory, and Kinesthetic) learning model is 18.148. It is higher than the mean score before without using VAK (Visualization, Auditory, and Kinesthetic) is 11.6667 .

The result shows that the teaching of vocabulary mastery by using VAK (Visualization, Auditory, and Kinesthetic) learning model significantly affect in the students' vocabulary mastery.

5.2. Suggestion

The result of this research showed that using VAK (Visualization, Auditory, and Kinesthetic) learning model can give effect on students' vocabulary mastery, there are the following suggestions are offered:

- The English teacher used VAK (Visualization, Auditory, and Kinesthetic) learning model on affect to improve students' vocabulary mastery.
- The students can improve their vocabulary mastery by using VAK (Visualization, Auditory, and Kinesthetic) learning model.
- The result of this research should be useful for other researchers who applies learning by using VAK (Visualization, Auditory, and Kinesthetic) learning model to develop students' abilities in students vocabulary mastery.