**CHAPTER V**

**CONCLUSION AND SUGGESTION**



**Conclusion**

Students' vocabulary achievement before being taught using the inquiry-based learning method is generally low. This can be seen from the value obtained by students before being taught by using treatment.

The students' vocabulary achievement after being taught using the inquiry-based learning method was better than before. This is indicated by the value obtained by students after being taught using treatment.

There is a difference in students' vocabulary achievement scores before and after being taught using the inquiry-based learning method. The total score after being taught using the treatment was higher than before the treatment was used. Therefore, it can be stated that the inquiry-based learning method is effectively used in improving students' vocabulary achievement.

**Suggestion**

The results of this study show that the use of inquiry-based learning methods to improve students' vocabulary has a significant effect between before and after class. Therefore, the researchers made some recommendations for researchers such as English learners, schools, English teachers, etc.

For English learners, the findings put the vocabulary learning ability in a poor category. Difficulties found in vocabulary tests demonstrate this. Students are expected to improve their skills. Students need to enrich their vocabulary experience. They also need to increase their motivation and interest in learning vocabulary. Therefore, students have a large vocabulary and they do not find it difficult to find the meaning of words.

Schools use crosswords to memorize vocabulary effectively. Therefore, schools are advised to make it easier for teachers to play crosswords while teaching vocabulary.

English teachers are advised to use inquiry-based learning to teach English teachers, especially in junior high schools. Additionally, teachers need to make the teaching and learning process more fun, interesting and enjoyable. Teachers can also use fun games to develop students' skills, using interesting materials such as storytelling, games, etc., that will not bore students. This way, students won't get bored and it's easier to remember their vocabulary.

After all, the study wasn't perfect for other researchers. It is recommended that further research in the same field be undertaken by improving the methodology or using it as a reference for further research-based approaches to learning in various teaching areas.