CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions which are derived from the research findings and discussions in the previous chapter.

A. Conclusion

Based on the findings and discussion in fifth chapter the researcher draws conclusion as follow:

- 1. The technique of teaching English vocabulary at fourth grade and fifth grade of SD Plus Darul Ulum are vocabulary networks, guess the word, guess the picture, magic box, sing a song, a very long sentence (continuing story), and games (bingo, matching word and picture, acting word, asking the right questions, crossword, hangman, and running dictation).
- 2. Most of techniques used by teacher of fourth and fifth grade students of SD Plus Darul Ulum are well done. But some of them need to have a good preparation. Most of them were interested in some physical activities and very enthusiastic in guessing pictures/words/real objects/flashcards activity. They are also motivated by some games activities.
- 3. The students' responses toward the techniques in teaching English vocabulary were very enthusiastic and happy, but a few students felt less their motivation in learning vocabulary. The effective techniques used by teacher in teach

vocabulary is using real object, guessing words by using flashcards and other picture, and using word games.

B. Suggestion

To improve the teaching and learning of English especially to SD Plus

Darul Ulum and for other researcher the writer gives some suggestions as

follow:

1. Suggestions for the teacher

Teaching English to young learners is not an easy task. Young learners are good imitation. They will imitate what the teacher says and does. Therefore the teacher must be a good model for the students. The teacher has to try to be a good model in pronunciation. This can be done by looking up the dictionary or practical to pronounce the words with native speaker or someone who has correct pronunciation. In addition, in order to use English correctly the teacher must learn more about English for example, by studying English in formal education of learning English by themself, using English books which are easily found in books store.

Most children like doing physical activities. They are happy when they can play. Therefore, teacher must be able to create various physical activities which involve students to be more active and able to bring enjoyment to the students since the students are easy to get bored and have short span of attention, the teacher must be creative in using various

techniques to present materials such as imitating action, various games, and listening stories with actions. Presenting materials using various kinds of media, such as various realia, puppet, colourful picture, and big book will also contribute great help since it can attract the students' attention and at the same time can help the teacher in presenting materials.

The researcher also presents suggestions for the teachers to try simple word games taken from Thornburry theory. Here are two from word games techniques:

- Word clap: students stand or sit in the circle. Teacher maintains a fourbeat rhythm, clapping their hands on their thighs three times (one-two-three...) and then both hands together (four!). The game should start slowly, but the pace of the clapping can gradually increase. The idea is to take turns, clockwise, to shout out a different word from a pre-selected lexical set (for example: fruits and vegetables) on every fourth beat. Players who repeat a word already used, break the rhythm, or say nothing are out until only one player is left. Teacher can change the lexical set by shouting out the name of a new set at stategic points: furniture, exclamation, jobs, etc.
- Categories: students work in pairs or small groups. On one piece of paper, they draw up a number of columns according to a model on the board. Each column labelled with the name of a exical sets: e.g (fruit,

transport, clothes, animals, and sport). Teacher calls out a letter of the alphabet (e.g. B) and to a time limit (e.g. three minutes). Then, students write down as many words as they can beginning with that letter in the separate columns (banana, berry; bus; bikini, blouse; bear, bat; baseball, basketball...). The group with the most (correct) words wins.⁷⁰

The teacher definitely has to be very sensitive to the children's needs and has to prepare the lessons well. She/he should avoid a stereotype; the lessons have to be creative and contextually, because learning vocabulary is not instantaneous, but it requires repeated and conscious study.

Other suggestion comes from petty Geoffrey that presented some ways for teacher to increase student's interest as follow:

- Teacher has to show her/his interest and be enthusiastic when teaching and learning process.
- Teacher focuses on curiosity, gaining students curiosity by inducing them some questions rather than delivery of facts.
- Teacher should show the relevance of what she/he is teaching to the real
 world. Bring them to the real world by showing real objects or videos of
 applications, and going on visit, having visitors, etc.
- Teacher is able to make use of student's activity and their self-expression.
- Students have to be active in learning vocabulary.

⁷⁰ Scott Thornbury, How To Teach Vocabulary 2, (London: Longman, 2002), h.102

- Teacher should change the technique and activity regularly.
- Teacher is able to make use of surprises and novel activities.
- Teacher sets group competitions and challenges, do not forget to give rewards.
- Teacher makes the learning directly relevant to the student's lives.
- Teacher should give the subject of human interest. 71

2. Suggestion for other researchers

This research is conducted in one of elementary school. Thus the result cannot be generalized to other elementary school, which may have English program with similar or different objective. It will be better if this research will be continued in the future in order to generalize the research finding about teaching English vocabulary.

At last, it will be better for the other researchers to take a wider range in doing research since every elementary school has different condition concerning the teaching and learning of English vocabulary. Because of the fact, other researchers need to observe more details about the achievement of the students of different class and their teaching of English by taking other samples from. Therefore, we can know more about how far the students of elementary school master English vocabulary.

⁷¹ Petty Geoffrey, *A Practical Guide "Teaching Today"*. *Third Edition*, (United Kingdom: Nelson Thornes Ltd, 2004), h.50