

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter the writer discusses two parts. The first discussion deals with the conclusion in which the writer summarizes the main points that have been discussed in the previous chapters. The second one deals with the suggestions for the teaching of vocabulary and recommendation for the further research.

#### **5.1 Conclusion**

Children at their early age are not directly able to say a complete sentence in English, but they first learn to say words. They look at interesting things near them and also hear the words from people surrounding them, and then they try to produce the words. In order to produce a complete sentence, they should have enough vocabulary. In this thesis, the writer presents an idea of using colored pictures and storytelling techniques in teaching the vocabulary. Both colored pictures and storytelling can motivate pupils to use their prior knowledge in order to help them to comprehend the vocabulary better. The writer used two groups; the experimental group with colored pictures technique and the control group with storytelling technique.

From the data, the writer found out that both groups could not obtain much in their gain scores and also the means of the gains scores showed that there was no significant difference between the two groups. Based on that result, the writer could assume that it could happen since the treatment and the materials given were only for a short time period, only three times to both groups. If the treatment could be done in longer time, more vocabulary materials could be taught to the students in order to have the better gain scores.

However, it can be concluded that the colored pictures technique was as effective as the storytelling technique. Both colored pictures and storytelling technique could effectively help pupils improve the vocabulary achievements.

## **5.2 Suggestions**

Based on the result of this study, the writer would like to give some suggestions which can give contribution to English teachers who will use colored pictures and storytelling technique, and further research:

### **5.2.1 Suggestions for the English Teachers**

This study shows that colored pictures and storytelling technique could improve the pupils' vocabulary achievement. Therefore, the writer would like to suggest both colored pictures and storytelling techniques in teaching vocabulary for the English teachers in their efforts to maximize pupils' achievement.

Colored pictures and storytelling are both effective in improving students' vocabulary achievement. Since English teachers who teach English to children have different characters from each other, then it is important for them to consider which technique is appropriate to their characters in teaching vocabulary to children. For the English teachers who are quiet and not expressive, they could use colored pictures technique. Whereas, for those who are really expressive and active, they might use storytelling technique in teaching vocabulary to children.

Teachers who are willing to try out colored pictures technique should be aware of the weak points as well. Colored pictures technique takes an intensive preparation for the teaching aids and media. Teachers need to provide interesting colorful pictures which are representative to the students so that they can recognize the pictures easily. Teachers need also to prepare huge colorful pictures in big forms, in order that all students in the classroom are able to see. A small colorful picture will not be suitable for an activity in a big classroom consisting more than 30 students.

For those who are naturally gifted in applying storytelling technique, teachers also need to practice the gestures and provide clear expressions in telling the story in front of the students in order to make sure that the students comprehend clearly. Besides, the teachers also need to provide an appropriate story which is good and interesting for the students. A very long story will be boring for the students to listen to. Meanwhile, the teacher has more challenges in providing its gestures and expressions.

At some point, either colored pictures or storytelling technique are effective to be used by English teacher in teaching vocabulary to young learners. It would be much better for the English teachers to combine either colored pictures or storytelling with other technique such as using games or song in teaching-learning process for the better result.

### 5.2.2 Suggestions for Further Research

For further researchers, the writer wants to give some recommendation so the research will be more useful not only for the teacher but also for the pupils.

First, it is related to the techniques. Since the findings show that both techniques were effective, future researchers may compare those two effective techniques with the traditional technique (word-list) which is commonly used by most English teachers. In this case, the researchers can use three groups; two experimental groups (colored pictures and storytelling) and control group (word-list), in order to find out which one will be the most effective technique in teaching vocabulary to children. Moreover, those effective techniques can be used for teaching other language components such as pronunciation and grammar in the teaching of speaking, listening or reading comprehension in the next study.

Second, it is about the population and sample. It is better for other researchers to involve other pupils from the lower level like grade 1 and 2 in elementary school or even from kindergarten pupils. Since, pupils like to play and learn while enjoying themselves; they will enjoy the learning activity and willing to learn the lesson enthusiastically. Besides it will show the better result of the study, it is also benefit for the pupils themselves in learning vocabulary as well.

Third, it is about the treatment and materials. Due to the limited time, the treatment and the material given were only for a short time period, only three times to both of the groups. The materials used were only vocabulary of verb, noun and adjective. If the treatment was done in longer time, the more materials of vocabulary such as pronouns, adverb, prepositions, and conjunctions could be used in order to have the better achievement for the students.

At last, the writer realizes that this study is still far from being perfect. Therefore, the writer expects that a further research which is conducted by other students will have a better research design. He also hopes that all that he has done in this study will give a worthy contribution not only to the writer and the English teachers but also to the pupils.

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