

CHAPTER V

CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

In the context of teaching English in Indonesia, too much time and effort are spent on teaching structure and reading, while very little time is spent on the teaching of vocabulary. Realizing the fact that vocabulary is the central of language mastery, teachers should give it the first priority in language teaching and learning process and should stress the importance of vocabulary mastery from the very beginning.

To make the learning activities attractive to the students, it is necessary for the teachers to vary their technique in increasing the students' motivation to learn vocabulary. One of the technique of teaching English vocabulary is by using songs.

Realizing the important role of vocabulary, the writer is interested in conducting the study about teaching vocabulary by means of songs. The purpose of this study is to find out whether students that taught vocabulary using songs

have better mastery of the vocabulary than those taught using traditional memorizing method. In order to prove that hypothesis, the writer conducted the experiments involving a control group and experimental group. The latter was taught vocabulary through songs while the former was taught with the traditional list memorization. After doing the experiments, a post-test was given to the groups. Having analyzed the result of the test, the writer found that students who were taught by using songs in learning vocabulary got higher scores than those were not. The result of this study shows that at 0.05 level of significance, the t-table was 1.717 and the t-observation was 2.84 1. Since the t-observation is greater than the t-table, the null hypotheses (H_0) is rejected. This means that there is a significant difference between the vocabulary achievement of the students who are taught using songs and those who are taught without using songs, so it is proved that using songs as a technique for teaching vocabulary can make the students' vocabulary achievement better because they are highly motivated during the teaching learning process. This can be seen when the writer taught vocabulary using songs, students' enthusiasm was very high to learn vocabulary. Students' attention can be motivated by listening to the songs. From the research findings, we can see that students who are taught using this technique, their vocabulary achievement is better than those who are taught using traditional method.

5.2 Suggestions

At the end of this study, the writer would like to give some suggestions that may be useful.

5.2.1 Suggestions for the teaching of vocabulary

Vocabulary takes an important role in the development of the four language skills: reading, listening, speaking and writing. Therefore, teachers should pay attention to the teaching of vocabulary.

The teaching vocabulary should be done using techniques, materials and activities, which are suitable to the students' level and need. In this study, the writer suggests the application of songs in the teaching of vocabulary to junior high school students. In conducting the teaching of vocabulary by using songs, the writer suggests that teachers use songs that are relevant to the vocabulary that is taught and familiar with the junior high school students.

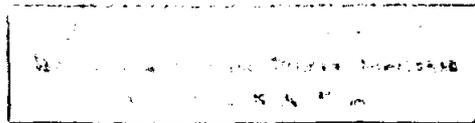
The writer also suggests that teachers use simple and short songs of which music and rhythm can be memorized easily.

During the process of teaching vocabulary by using songs, the teacher should pay attention to the junior high school students, especially to those who get difficulty in learning vocabulary. They have a tendency to become shy. Those shy students should be encouraged to join in singing together. The teacher should be able to use the songs as a means to cooperate and interact with other students in the classroom that is by playing the cassette and ask the whole class participants to sing the song together.

5.2.2 Suggestions for further research.

Because of limited time, the experiments of this present study were done by the writer only for three times. Therefore, for further research, the writer suggests that the experiments should be done in a longer period to verify the findings of the study.

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