

CHAPTER VI

CONCLUSION AND

SUGGESTIONS

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6.1 Conclusion

In accordance with the findings in chapter IV and the discussion in chapter V, and also based on the research question in chapter I, the writer can conclude that the English vocabulary that are well acquired by five to seven year-old students are as follows:

- **Nouns:** cake – chair – kite
- **Verbs:** eat – run – cry – fly – swim
- **Adjectives:** hot – happy – big – old

While the English vocabulary that are well acquired by seven to nine year-old students are as follows:

- **Nouns:** cake – sheep – policeman – camel – mountain – teacher – chair – carrot – kite – umbrella – watermelon – crayon – guitar
- **Verbs:** sleep – read – sing – swim – fly – jump – write – drive – kick – paint – eat – run – cry – dance – drink – cook – knock – push
- **Adjectives:** happy – old – hot – hungry – black – new – dirty – big – broken – sick – white – wild – heavy – loud – expensive – rich – empty

The English vocabulary acquisition showed in the findings was actually what the writer had expected. In order, the acquisition from five to seven year-old students seen from the grammatical class is **Verbs – Nouns – Adjectives**. While the acquisition from seven to nine year-old students is **Verbs – Adjectives –**

Nouns. From the result, it shows that different results of vocabulary acquisition occur in different age range.

6.2 Suggestions

In line with the findings of the study, it is important to give constructive suggestions. Therefore, the writer suggests some relevant points to the teaching and learning of English in the classroom of young learners, and also for further researches.

6.2.1 Suggestions for the English Teaching and Learning

According to the writer, current language acquisition theory notes that *communicative acts* are imperative for new words to become acquired. Therefore, in order that the students acquire English vocabulary more easily, teachers should know about the factors that influence the speed and accuracy of access to second language vocabulary.

In this case, reading words itself is not enough. The students need frequent and varied opportunities to use the words they have been exposed to, to complete communicative tasks. Once the students are exposed to a word, teachers must make sure that it is used frequently (recycling/reinforcing). Teachers can use some words and put them in a context and discuss about them with the students.

In order to give the image to the students, teachers can use a picture to describe it or show the model or even the real thing. The pictures can put on the walls in the classroom. Teachers can also use songs about a word, if possible.

Besides, the students must also know about the meaning of the word very clearly. Knowing the grammatical class is also important for students in order to be able to use the word correctly in a sentence. Last but not least, the right pronunciation will give the students the sense of the language itself.

Only when they have performed a certain number of ‘communicative acts’ will the words really become truly acquired.

6.2.2 Suggestions for Further Research

The writer has noted a number of unexpected results in the data, and suspect that a number of these anomalies are caused by a number of factors such as whether the words are frequently exposed and have imageability, concreteness, abstractness or how regular semantic or phonological features.

For example a word like 'bicycle' has high imageability, but a rather unusual phonological/spelling relationship, and therefore it is no surprise that semantic acquisition is higher than full acquisition of meaning and spelling.

Although it is possible to make hypotheses like this about some of the data in relation to these factors, a lot of thorough research would be needed to make them statistically viable.

So, for further research the writer would like to suggest some points that she has not had a chance to cover in her current thesis:

1. There was not enough data about the vocabulary acquisition with relation to phonology. The writer really hoped that this would be observed. In order to support it, the instrument that is used in further research would not only be

written, but also spoken, so analysis can be carried out on pronunciation and how this affects acquisition.

2. When doing the research, the writer only had forty-one subjects and they are Sekolah Ciputra students. The subjects should be not only be students from Sekolah Ciputra, but also students from other schools in order to make the data more valid (random sample groups from different socio-economic backgrounds.)
3. The writer did not get sufficient time to do the research. The time for the writer to gain the data was very limited, so she really hopes that a longer period of time can be given to data collecting in the future.

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