

CHAPTER V

CONCLUSION AND SUGGESTIONS

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To end this thesis, the writer would like to conclude what she has discussed in the previous chapters. Afterwards, she is going to give some suggestions that may be useful for English teachers, schools or English department students when they want to apply these suggested techniques into practice.

5.1 CONCLUSION

It has been discussed before that English lesson as a school's subject is given to the fourth-grade students of Elementary School which is a good time to start to study a new language. Although English lessons begin from the first class until the third class as an extra curricular, it can not influence students' language very much because they have just begun to learn Indonesian. Therefore, students of the first grade until the third grade do not care whether they can master English well or not and use English in a real life.

When students learn a language, they must learn vocabulary first. Vocabulary is a base of studying a new language. The students are taught a lot of new words for several times. These will make the students feel tired and bored to remember the words. They need a motivation to study English. When they are interested in the

language they learn, they have a desire to study further. Thus, the writer offers songs and role plays as one of alternative techniques to study vocabulary for the fourth-grade students of Elementary School. The writer expects the students to be able to enjoy and have an interest in studying English.

Through these techniques, students can study English easier. They need not much time to remember the words. They just have to sing the song and automatically they can remember the words because they have already sung and acted them for several times.

After discussing songs and role plays for vocabulary teaching, the writer concludes that teaching vocabulary through songs and role plays is very encouraging for the students to learn English more and more. They feel that English is very easy to learn and they have encouragement to use English in their communication with other people.

These techniques give a lot of advantages for the students and the teacher. The students have encouragement to learn more without boredom. They do not really realize that they have studied English. In addition, the teacher need not spend much time to explain the lesson and can enjoy the situation of the teaching-learning process as the students can understand the vocabulary of the songs quickly. The teacher should vary his way of teaching using his creativity so that he does not feel bored although he always teaches the same material for three or five parallel classes. He has to use a lot of variations to teach it.

5.2 SUGGESTIONS

Through this study, the writer wants to suggest that teaching and learning can be done through a lot of ways. One way of them is through songs and role plays. The writer concludes that teaching through songs and role plays is very interesting and enjoyable for the students and the teacher. The writer realizes that these need more time to prepare it even sometimes it needs much money to make a good material and alive condition such as "vocabulary about animals" (see Chapter IV). Therefore, the writer suggests that the teacher should prepare the materials little by little. The teacher can collect all the pictures and songs from magazines and advertisement, cassettes or he can make them by himself. It is believed that through songs and role plays, the students can remember the vocabulary which have been taught in their lives for a long time. This technique can be applied in every topic of the English Syllabus 1994 for the fourth-grade students of Elementary School.

The writer hopes that the school can support the teacher who will use these techniques in his teaching learning activities. The school can provide fund and facilities. Thus, when the teacher uses these techniques, he does not feel that the techniques are too difficult to apply in real teaching learning activities.

Realizing that this thesis is useless if there is no one who uses and proves this technique in teaching vocabulary through songs and role plays for the fourth-grade students of Elementary School, the writer hopes that there will be a further

experiment in a real teaching-learning process. However, she hopes that this thesis will encourage other students of English Department as the English teacher candidates to do more observations in the teaching-learning process. Thus the students can take the best technique for studying vocabulary in the fourth-grade students of the Elementary School in good result.

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