CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the summary of the study and the suggestions that may be useful for the English teacher and also the future researchers who would like to conduct a similar topic in their study.

5.1. Conclusion

The writer wrote a study entitled 'The Strategies Used by an English Teacher in Teaching Vocabulary to Grade Three'. The writer chose this topic as she wondered how the teacher taught vocabulary in the class. However, as the writer had limited time, therefore the writer chose the school where she had her PLP program. Based on the class observation, the writer could conclude that the English teacher used some strategies in teaching vocabulary to grade three students. The strategies are also depend on the material that is being taught. However, the strategies were the same. The teacher only mixed one strategy and other strategies despite using a new kind of strategy.

Based on the interview, the writer found that the English teacher used those strategies as the teacher followed the teacher's handbook. The teacher only modified a little bit of the lesson. Also, the teacher had been using the same strategies over and over based on their own experience in teaching vocabulary in the class.

5.2. Suggestions

After the writer had a study in this field, the writer would give suggestions to both the English teacher and for the future researchers who would like to conduct a similar topic in their study.

5.2.1. Suggestions for The English Teachers

Being an English teachers who teach young learners need bigger efforts as the teacher has to learn how to deal with young learners and the teacher has to use many kinds of strategies in teaching the students as young learners tend to feel bored easily. By using many strategies in teaching the students could make the students learned the lesson easily. However, as the writer had seen the way the teacher taught vocabulary to the third graders and the writer had seen the students' attitude, the writer would suggest the teachers to use many strategies in the teaching process as there are a lot of strategies in teaching vocabulary. Before the class starts, the teacher can also give a small activity before go to the lesson directly. When the teacher asks the students to answer questions in front of the class, it will be nice if the teacher can ask the students to not laugh when the other students make a mistake. A teacher should encourage their students despite the students often made mistakes.

5.2.2. Suggestions for Further Researchers

The writer realizes that the study has many rooms for further improvement to make it better.

- It would be better to do the study in more than one class like parallel class or another school who use the same book. The writer could compare the strategies used by the teachers from each school and the writer could see variety of strategies in teaching vocabulary to grade three students.

- When observing how the teacher taught vocabulary to the students, it would be better to observe the class on the first and second meetings of the class for each unit. As the teacher would combine the materials with the students' activities and the way the teacher taught vocabulary would be less than the first and the second meeting.

- It would be better to develop the questions for the interview instead of asking the questions which had been prepared only. The more questions will make the answer clearer. (ex: when the teacher taught the vocabulary using strategy A and we thought that using strategy B is also good. We could ask why the teacher didn't use strategy B as well or something like that)

- It would be better to add subtitles in every recorded video as the audio from the video might be unclear.

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