

CHAPTER V

CONCLUSION AND SUGGESTIONS

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 teacher and suggestions for further research.

5.1 Conclusion

Nowadays, English becomes an important language to be learnt as a foreign language since it is used for international communication. In learning English, there are skills which should be mastered by the learners; they are Speaking, Listening, Reading, and Writing. However, those skills cannot be mastered if the learners do not have stocks of vocabularies because vocabularies are the centre that makes up a language.

The importance of vocabulary mastery becomes the main concern of today's English classes. The teachers now focus more in making the students have many stocks of vocabularies. Yet, it seems that the students have difficulty in memorizing the vocabulary and their meaning. It happens because during the teaching-learning activities, the students are usually given vocabulary in the form of list and asked to memorize it. Besides, that teaching method makes the students get bored easily because they have to face the same procedures of teaching everyday.

To overcome the problem, the students are needed to be given some variations in learning vocabulary which are different and interesting. One of the interesting ways or variations is by using video. Children like video very much. They find their world in it. They can see the moving pictures and also hear the sound. The combination of those two things can make the students comprehend the language easier. Video can also present realistic language than any other teaching medium. In addition, through its presentation of setting, action, emotions, and gestures; video can take the children into the lives and experiences of others.

Based on the background mentioned above, the writer conducts her study on vocabulary teaching. She holds an experiment to find out which one is more effective, teaching vocabulary using video or using word lists. The treatments are held three times in two classes in the same school that was in YPPI I Elementary School. Class 3C as the experimental group and class 3B as the control group.

In this study, she finds out that there is a significant difference between the vocabulary achievement of the students taught using video recorded TPR and those taught using word lists. In other words, the students who experiences video recorded TPR as the means in learning vocabulary have a better vocabulary achievement compared to those taught using word list. It happens because in learning vocabulary using video, the students are interested in following the lesson, especially when they watch the video. They will automatically participate themselves during the teaching-learning process. This condition will enable them to retain and recall the vocabulary better.

5.2 Suggestions

Based on the result of this study, the writer would like to give some suggestions for the teacher and for further research.

5.2.1 Suggestions for the Teacher

After completing this study, the writer would like to give some suggestions to the English teacher, especially those who teach the elementary school students.

The teacher who is going to use video in teaching vocabulary should give extra attention on the length of sequence and the content of the video. If the length of sequence is too long, the students will get bored. That is because elementary students who are still children have short attention span. Hence, 5-10 minute segment is considered enough to provide enough material for a one-hour lesson, especially when using video as a stimulus. Besides, the content of the video is also important to be noticed. Teachers should be able to select video of which content is suitable

with the teachers' objectives. In addition, it would be better if teachers select videos which present real situation and give clear description.

The equipments which are used in using video also need to be taken into consideration. Based on the writer's experience, using television and VCD player as the equipments is considered insufficient in giving best result. That is because the students rely their sense of hearing only on the sound of the television and they also have to sit together close to each other. It would be better if the teacher uses multimedia lab in using video as media in teaching vocabulary because in multimedia lab, the students can hear the sound through the headphones which are provided in the booths. Moreover, the students can focus and concentrate more on what is being taught through the video because they have to sit in separate booths.

The teacher should also be able to control the class. If the teacher cannot handle the class, it will be chaotic. Teacher who cannot handle the class well will get difficulties in applying this teaching method because the teacher has to make the students focus and absorb what is being taught on the video. Without good class management, the application of video in teaching-learning activity would not work well.

Finally, the writer hopes that this study will give some guidance and information to English teachers who want to use this technique.

5.2.2 Suggestions for Further Research

The writer also would like to give some suggestions for further research so that other researchers can broaden this teaching method and get a better result in applying it.

In this study, the treatments are only given three times to both of the groups. It may have given more complete result if the treatments are given more since the students' vocabulary achievement can be observed more deeply and more reliable results can be reached. Nevertheless, for better result, the research requires more treatments and more time.

To vary the teaching of vocabulary to elementary students, the use of video can be combined with other methods, such as TPR or songs as teaching aids in the classroom. In addition,

it would be better if this study can be carried out to students from the other levels because they also need variation in learning vocabulary.

The population and the sample of this study are limited to a certain school. If this study can be carried out to third grade elementary students in other schools, then the results can be generalized to a wider population.

Having these limitations, the writer realizes that this study is far from being perfect. She hopes that all she has done in this study can give valuable contribution for the teaching and learning of vocabulary.

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APPENDIX 1