

Chapter V Conclusion and Suggestion

This chapter sums up the study's findings by looking at the results and discussion from the earlier chapters. It also gives advice to teachers, students, and people who will study this topic in the future about how to teach vocabulary to young learners.

5.1 Conclusion

This study explored instructors' narratives of vocabulary instruction for young learners in a nonformal English After School Program. Using a narrative inquiry approach, the study examined the instructors' teaching experiences, instructional strategies, classroom challenges, and reflection on the effectiveness of their vocabulary instruction. The findings provide a comprehensive understanding of how instructors developed and implemented vocabulary through their lived classroom experiences.

The findings revealed that teaching vocabulary to young learners was both enjoyable and challenging. The instructors experienced satisfaction when students actively participated and successfully remembered new vocabulary, but they also encountered classroom management difficulties caused by students' energetic behaviour and limited attention spans. These experiences demonstrated that effective vocabulary instruction involves not only language teaching but also the ability to understand young learners' developmental characteristics and respond flexibly to classroom situations.

In terms of teaching strategies, the teachers used various visual, interactive, kinesthetic, and repetition-based activities to support vocabulary learning. The instructors implemented various visual, interactive, kinesthetic, and repetition-based strategies that reflected a learner-centered approach to vocabulary instruction rather than relying on memorization alone; they emphasized meaningful participation, communication, and repeated exposure to vocabulary. These strategies encouraged students to become actively involved in learning and

supported vocabulary development through enjoyable classroom experience activities.

The findings also showed that classroom management and vocabulary retention were the main challenges faced by the teachers. Students often lost focus, became noisy during activities, and sometimes forgot vocabulary after lessons. In addition, some students experienced pronunciation difficulties when using English vocabulary orally. These challenges indicate that teaching vocabulary to young learners requires continuous repetition, effective classroom management, patience, and flexibility from teachers. These findings demonstrate that successful vocabulary instruction depends not only on selecting appropriate teaching strategies but also on the instructors' ability to balance student engagement with effective classroom management.

The instructors' reflections demonstrated that professional learning developed through continuous classroom experience and reflective practice. They realized that no single teaching strategy was suitable for every class and gradually adapted their instructional decisions according to students' responses, learning needs, and classroom situations. Their narratives illustrate that effective vocabulary instruction is a continuous process of evaluation, adaptation, and improvement.

Overall, the study concludes that effective vocabulary instruction for young learners requires interactive and student-centered teaching strategies, continuous vocabulary reinforcement, effective classroom management, and teacher adaptability.

Collectively, the instructors' narratives demonstrate that effective vocabulary instruction is not determined by a single teaching strategy. Instead, it emerges from instructors' ability to create meaningful learning experiences, adapt instruction to young learners' developmental characteristics, and continuously reflect on their classroom practices. These findings highlight the value of learner-centered and reflective teaching in supporting vocabulary learning within nonformal English education.

5.2 Suggestion/Recommendation

Based on what this study found, here are some recommendations:

5.2.1 For Instructors

The findings of this study suggest that interactive and engaging activities can support vocabulary learning among young learners. Therefore, instructors are encouraged to continue using activities such as games, flashcards, pictures, movement-based learning, and other meaningful classroom activities that actively involve students in the learning process. Since vocabulary retention remained one of the challenges identified in this study, instructors may also consider providing more opportunities for repeated exposure and practice to help students remember and use new vocabulary more confidently. In addition, maintaining a balance between engaging activities and effective classroom management may help create a more productive learning environment.

5.2.2 For Educational Institutions

Educational institutions, particularly nonformal English programs, may consider providing instructors with sufficient teaching resources, such as visual media, digital learning platforms, and interactive learning materials, to support vocabulary instruction. It may also be beneficial to organize training sessions or workshops that help instructors develop their teaching strategies, classroom management skills, and ability to integrate technology into vocabulary learning. Providing opportunities for instructors to share their teaching experiences may also contribute to their professional development.

5.2.3 For Future Research

This study was conducted in one nonformal English after-school program and involved only three instructors. Therefore, the findings reflect the experiences of participants within this particular context. It is hoped that future research may further explore vocabulary instruction in different educational settings, such as formal schools or other nonformal English programs, to provide a broader understanding of vocabulary teaching for young learners. Future studies may also

consider involving more participants or using different research approaches, such as mixed-methods or experimental research, to examine vocabulary instruction from different perspectives. In addition, exploring students' experiences and perceptions of vocabulary learning may provide valuable insights that complement the findings of this study.

References

- Aslamiah, S. (2022). Characteristic English learning style for young learner in new normal era. *Intensive Journal*, 5(2), 104–115. <https://doi.org/10.31602/intensive.v5i2.7334>
- Brown, H. D. (2007). *Principles of language learning and teaching (5th ed.)*. Pearson Education.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511733109>
- Clandinin, D. J. (2013). *Engaging in narrative inquiry*. Routledge.
- Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. Jossey-Bass.
- Fleming, N. D. (2001). *Teaching and learning styles: VARK strategies*. VARK Learn Limited.
- Hariyono, T. C. (2020). Teaching vocabulary to young learner using video on YouTube at English course. *Language Research in Society*, 1(1), 41–46. <https://doi.org/10.33021/lrs.v1i1.1038>
- Linse, C. T., & Nunan, D. (2005). *Practical English language teaching: Young learners*. McGraw-Hill Education.
- Ma'rifat, D. (2017). A case study of using songs in teaching English vocabulary to young learners. *Journal of English and Education*, 5(1), 32–39.
- McKay, P. (2008). *Assessing young language learners*. Cambridge University Press.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Oktavia, D., Mukminin, A., Fridiyanto, Hadiyanto, Marzulina, L., Harto, K., & Holandiah, M. (2022). Challenges and strategies used by English teachers in teaching English language skills to young learners. *Theory and Practice in Language Studies*, 12(2), 382–388. <https://doi.org/10.17507/tpls.1202.22>

- Otoluwa, E., Malik, H., Humaira, M. A., & Komari, A. (2022). Enhancing children's vocabulary mastery through storytelling. *Jurnal Pendidikan Usia Dini*, 16(1), 1–12. <https://doi.org/10.21009/JPUD.162.05>
- Rahma, A., & Fahrany. (2021). Teachers' perspective on strategy for teaching English vocabulary to young learners. *Journal of English Language Teaching and Literature*, 2(1), 13–22. <https://doi.org/10.21580/vjv9i14862>
- Ramadhan, A. R., & Wulandari, S. (2021). The teaching of English vocabulary to young learners in Beginner II class at the Star English Course. *EDULINK (Education and Linguistics Knowledge Journal)*, 3(2), 146–159. <https://doi.org/10.32503/edulink.v3i2.2041>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching (3rd ed.)*. Cambridge University Press.
- Scott, W. A., & Ytreberg, L. H. (2004). *Teaching English to children*. Longman.
- Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education.
- Yusuf, Y. Q., Burhansyah, & Aisyanur. (2019). Teachers' strategies to introduce English words to very young learners. In *Proceedings of the 2nd English Education International Conference (EEIC) in conjunction with the 9th Annual International Conference (AIC)* (pp. 298–302). Universitas Syiah Kuala.