

CHAPTER VI

CONCLUSION AND SUGGESTIONS

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In this chapter, the investigator presents the conclusion and gives some suggestions in teaching vocabulary to the kindergarten pupils by using realia.

5.1 Conclusion

Vocabulary is the central part of a language. It is important because in communication people come into contact with words. They primarily communicate with others by using words. Therefore, in order to be successful in the language teaching-learning activities, teachers should pay attention to the teaching-learning process of vocabulary from the very beginning of learning a language.

The beginning of language learning should be started as early as possible. The best period for a person to learn a language is from one and a half years to the period before he or she reaches puberty. In this case, learning a language can be started to the kindergarten pupils because they are between the age of one and a half years and the age before puberty, that is four years old. Since the kindergarten pupils become the starting point of learning a language, teachers should pay attention to the way of language teaching. The kindergarten pupils need to be treated in a special way to make them feel that learning a language is fun instead of boredom.

Realizing the need of the kindergarten pupils, the investigator is interested in conducting a study in teaching vocabulary by using realia. To find out the effect of teaching vocabulary by using realia in this study, the investigator used a quasi-experimental post-test only control group design. She took two parallel classes, namely TK A1 and TK A2. TK A1, as the experimental group, was taught vocabulary by using realia while TK A2, as the control group, was taught vocabulary by using pictures. Through the t-test statistical calculation in analyzing the result of the test, the investigator found out that there is significant difference between the using of realia and the using of pictures in teaching vocabulary. It means that the pupils who were taught vocabulary by using realia have better vocabulary achievement than those who were taught vocabulary by using pictures.

From the findings, the investigator can say that realia help the pupils to understand and memorize the vocabulary easily and quickly. Besides, by using realia, the pupils are more able to get a clear description of the objects being learned in real situations. They can get close to the objects of the study and manipulate them which increase their motivation in learning vocabulary.

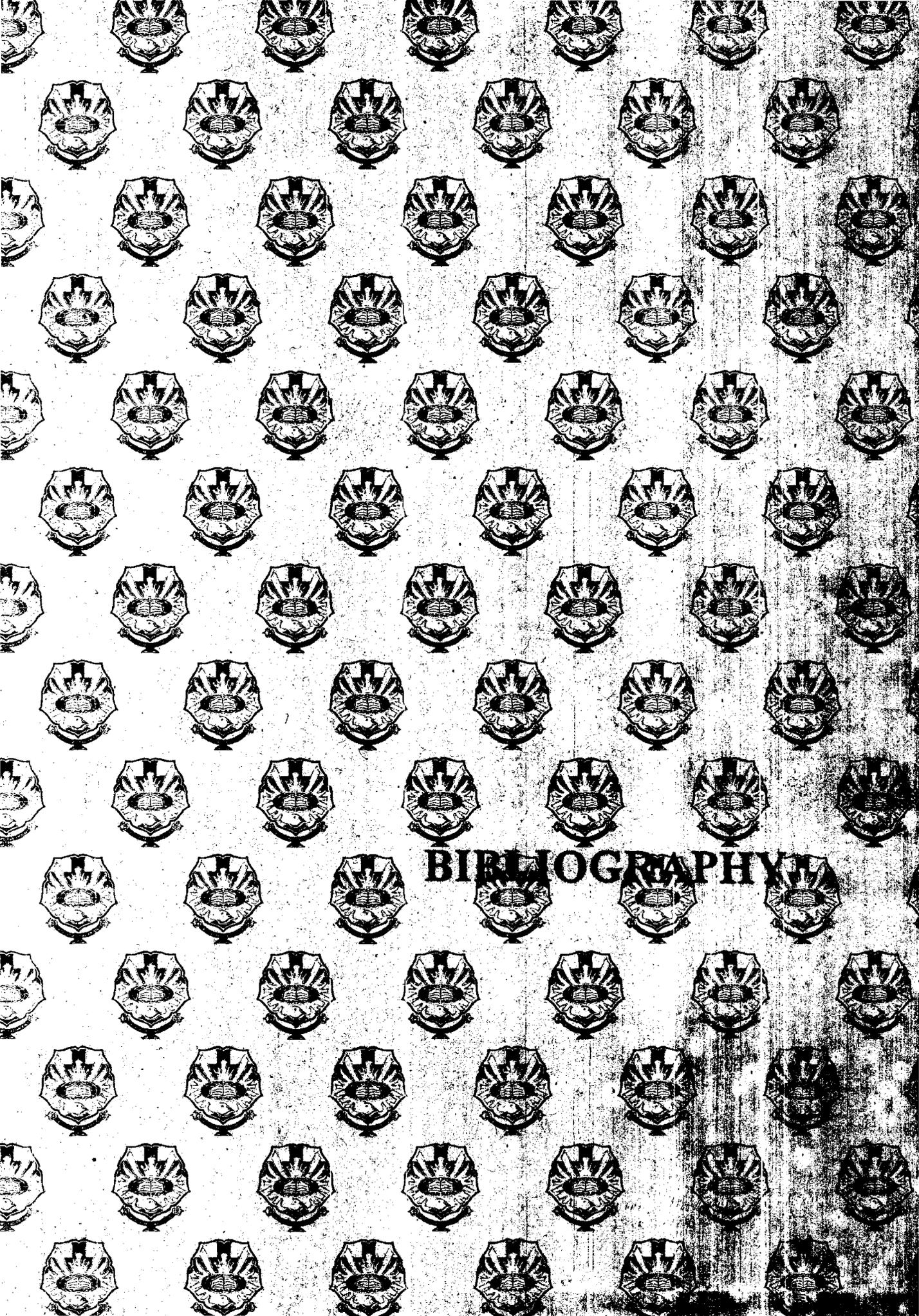
5.2 Suggestions

Based on the result of this study, the investigator would like to give some suggestions concerning with the teaching-learning vocabulary by using realia to the kindergarten teachers or to everyone who will probably deal with this matter later.

First of all, the investigator suggests that the using of realia should also be accompanied by the creativity of the English kindergarten teachers. Teachers should be creative in using real objects to avoid the monotonous situation which might make the pupils feel bored. Teachers should be brave enough and able to get rid of the attitude of being rigid in acting out performances to create real situations in the classroom. For example, when teaching about parts of body, teachers should be willing to move or shake their head when they want to teach the pupils about 'head'. When the teachers want to teach the pupils about 'hair', they should also pull their hair to give a clear description to the pupils. The same thing also happens when the teachers want to show the pupils about other parts of body, like 'hand', 'eye', 'leg', 'fingers', etc.

Second, in teaching vocabulary by using realia to kindergarten pupils, teachers should make sure that the number of the pupils is not too large. A large number of pupils can make it difficult for the teachers to give an effective way of teaching. Especially, when the teachers use a teaching technique which requires time, like asking the pupils to come in front one by one. The time given will not be sufficient.

At last, since the subject being discussed here are the kindergarten pupils, teachers should always notice which pupils are naughty and which are not. Teachers should avoid the disturbance done by the naughty pupils, like pulling their friends' hair, making their friends crying by punching or hitting them. If possible, teachers should ask the naughty pupils to sit close to the teachers where they can always pay attention to the pupils who are naughty.



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