

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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In this chapter, the writer discusses two parts. The first discussion deals with the conclusion in which the writer summarizes the main points that have been discussed in the previous chapters. The second one deals with the suggestions for the teaching of vocabulary and recommendation for the further research.

#### 5.1. Conclusion.

English as an International language becomes an important language in almost all fields in this globalization era. Therefore, it's no wonder if English begins to be taught in schools. Primarily, English became one of the subject lessons of Junior and Senior High School students, but then according to the 1994 Curriculum, English becomes to be taught to Elementary School students.

Mastering a language means learning the language components (phonology, vocabulary and grammar) and language skills (listening, speaking, reading and writing). Among these components, vocabulary becomes the important part that should be mastered by the beginner learner of English. However, the English teacher usually uses a vocabulary list to teach new vocabulary to the students without considering their need and world which still bound with games and happiness. Vocabulary list as an old-fashioned technique of teaching English only creates stress and boredom to the students. Most of the students have difficulties in memorizing the lines of the words. Therefore, students feel that English is a difficult subject to be learnt.

Listening to stories and singing a song are the activities that children usually like to do. And it is amazing to know how children remember the new words used in the stories and songs. This means that they learn new vocabularies while they enjoy the activities. Related to this fact, it can be accepted that these two kinds of activities can be good techniques to teach vocabulary to young children. Based on the above reason, the writer is challenged to compare both techniques to teach vocabulary to the elementary school students.

Considering about the importance of vocabulary to the beginning learner, the writer is interested in making a study in teaching vocabulary by using story telling and songs. In order to find the effect of teaching vocabulary through story telling and songs on elementary students' vocabulary achievement, the writer conducted a quasi-experimental study. In carrying out this study, the writer took parallel classes, namely group A and group B. Both group A and B were treated as the Experimental Groups, while group A was taught using story telling and group B was taught using songs. To analyze the result of the test, the writer found out that teaching vocabulary through story telling make no significant difference compared to the one who are taught using songs.

It means that the students who are taught using story telling do not have satisfactory result on vocabulary achievement than the one who are taught using songs. This happened because of some inhibiting factors of the story telling implementation as have already explained in the previous chapter.

## **5.2. Suggestions.**

This part consists of two sub parts. The first sub part deals with the suggestion for the teaching of vocabulary. The second one discusses the recommendation for further research.

### **5.2.1. Suggestions for the Teachers.**

Based on the results of this study, the writer would give some suggestions concerning the use of story telling and songs in teaching vocabulary to elementary students.

#### **5.2.1.1. Teaching Vocabulary through Story Telling.**

Here are some suggestions for teaching vocabulary through story telling in class:

- Story telling should be applied in a class which consists of approximately 20 students for story telling session (Pedersen, 1995 : 4).
- The story teller may use a microphone (if any) to reach all the class corners.
- Story telling session is better held at the beginning session where the students' concentration and physical condition are still fresh.
- The story teller may or may not apply some teaching aids in form of background music as fitting to the need. If a teacher wants to play this background music, arrange the volume well so it will not disturb the students and please ask them to keep silent as an agreement.
- The story telling book should be of the proper size and its colorful pictures could be seen clearly by all students, especially for those at the back row.

- The pictures of the book can be photocopied or transparencies in full color. Thus, the students can look at the pictures while listening to the teacher's story.

#### **5.2.1.2. Teaching Vocabulary through Songs.**

Below are the suggestions for teaching vocabulary through songs :

- Choose a suitable song to teach vocabulary to the students.
- The vocabulary or words used in the song should not be too difficult for children to understand.
- The song should be appropriate to children's age level and relevant to their interest, such as songs which can be accompanied by movements.
- Focus on the rhythm of the song to build up the children's interest and participation.

#### **5.2.2. Recommendation for further research.**

The writer realizes that this study is still far from being perfect. In this study, the writer focuses her research mainly in finding the effect of using story telling and songs to teach vocabulary. At first the writer expects that story telling technique will be better than song technique, but according to the results of the finding, as has already been explained in the previous chapter, she concludes that both of the techniques are good to be used in teaching vocabulary.

Due to the limited time, the treatment was only conducted three times to the fourth grade of elementary school. The writer expects that other researchers would conduct further research of this study with a wider scope of subjects,

different level of students, smaller class size (approximately 20 students), and a longer period of treatment to get more complete and valid results.