CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter presents the conclusion and suggestion. In the conclusion part, the writer summaries the main points that have been discussed in the previous chapters. While the suggestion part covers the suggestion for the English teaching and recommendation for further research.

5.1   CONCLUSION

Teaching English vocabulary to slow learners is not a simple matter. Slow learners often get bored when they are taught English vocabulary because the teacher only gives them lists of words that they should memorize. The classroom atmosphere makes them feel that they are forced to study. Besides, sometimes, they so not understand the things which are being explained by the teacher. The teacher does not help the students to overcome their disability, their difficulty in understanding abstract concepts.

By looking at the problems above, the teacher should change the role in the classroom from the teacher-centered role to the students-centered role. In the teaching-learning process, the teacher needs to know what the students need. The slow learners need to be helped by the teacher in studying.

Since the slow learners experience difficulty in understanding abstract concepts, media are great helpers for them. Pictures as media present the real things to the slow learners. Pictures can bring the outside world into the

classroom. Through pictures, the slow learners can memorize the words taught by the teacher easily. Pictures are the appropriate stimuli given by the teacher to make the students produce the right responses.

However, using pictures without combining them with other teaching technique is not enough. The results of the students' mean scores prove that pictures, when they are combined with games, give better effects on the slow learners' vocabulary achievement than pictures alone. It shows that the teacher needs to combine pictures with other technique, in this case is games. The teacher needs to do so because she has to reinforce the students in producing the correct responses to the stimuli. The reinforcement, in this case, is in the form of games.

Games have some advantages. First, games reduce the students' boredom. Since most slow learners feel that they are forced to study in the classroom, they often get bored with the leesons. Games offer the solutions of the problem. Second, games can be used to recall the students' memory on the words being that have just been presented by the teacher. Games overcome the students difficulty in memorizing the words taught by the teacher. Third, since slow learners experience difficulty in their social skills, games make them can work in groups and increase their social skills.

By combining the advantages of pictures and games, the teaching-learning can be easily done. Besides helping the students, pictures and games can help the teacher in explaining new words. She does not need to work hard in explaining the new words to the slow learners. Hence, it can be said that picture games are great helpers for both teacher and students.

5.2   SUGGESTION

The success of vocabulary achievement depends much on the students' (in this case the slow learners') personality, attitudes, motivation, interests, and active participation during the teaching-learning process. Since the slow learners have difficulty in learning vocabulary without looking at the real things and they are easily bored with the lesson, the writer suggests the use of picture games in teaching vocabulary.

In using picture games in teaching vocabulary, the teacher should use individual pictures to help the slow learners understand the vocabulary being learnt. Teachers should not use crowded pictures with irrelevant details since it can distract the slow learners' attention. Pictures should be presented interestingly. Full color pictures are recommended because they can draw the slow learners' attention. Besides using pictures, it is also a good idea to use the pictures in a game to vary the activity so that the vocabulary that has been learnt before can be reinforced by playing the games. Besides, playing the games can reduce the slow learners' boredom, and they can learn the vocabulary by repeating the vocabulary in the game.

To help the slow learners in memorizing the vocabulary, they should be given pictorial exercises in the type of fill in the blank exercises. The functions of the exercises are: (1) focusing the students on the exact meaning intended in the picture, and (2) make the students memorize the spelling of the vocabulary. The answers to the questions could be in choir or individually. How ever, it would be better for the teachers to call the students individually to say the answers and to

write them down on the blackboard so that the teachers can check the students' pronunciation, and the other students can know the right spelling from the words written in the blackboard.

Finally, the writer realizes that this study is far from being perfect. Therefore, she expects that there will be other researchers who will conduct better studies on the use of picture games in teaching not only vocabulary but also other language components. She also expects that this study will lead other researchers who want to conduct their study on the English teaching to slow learners. She suggests other researchers to conduct their study on making suitable English materials for the slow learners.

The writer also wants to share her experience related to the weaknesses found in this study. Firstly, in this study, the effect of the use picture games is seen only through one kind of instrument, i.e. a blanked gap-filling task. It would be better if the effect of the use of picture games can be proved with more than one instruments. Secondly, the writer realizes that she only has a few sample and population. Therefore, the result of this study cannot be generalized to all condition of slow learners. The last, this study was conducted in a very short time. The writer was given only four weeks to conduct the two treatments, and each treatment only lasted for two weeks. Therefore, the writer hopes that there will be other researchers who will conduct the same study by using a wider scope of sample in a longer time in order to get more complete and more valid results.

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