CHAPTER V

CONCLUSION AND SUGGESTION

In this last chapter, the writer presents conclusion and gives some suggestions. The conclusions include the analysis that the writer has made in the previous chapter. The suggestions are given especially for the other writers who are going to conduct a study on the same field on the similar research and of course for the English teachers who are teaching kindergarten pupils. Hopefully, this study gives them a very meaningful contribution for the next study. To complete her suggestion, the writer also gives recommendation for further researches.

5.1 Conclusions

Based on the analysis in the previous chapter, the writer would like to make some conclusions. Kindergarten pupils have different interest, and their moods tend to change from time to time. They will be interested to study if there is something interesting to make them fun. They will easily get bored with something monotonous and demanding. Therefore, it becomes an important job for an English teacher to create an enjoyable teaching-learning atmosphere.

In accordance with the title of this thesis "Teaching Vocabulary through Coloring Pictures", the coloring-pictures activities for learning vocabulary are interesting for the pupils. Pictures are effective to bring English to Kindergarten

pupils. Besides, pictures also contain some familiar views and objects for the pupils' ages. The pictures could stimulate pupils to increase their vocabulary and enjoy the lessons.

In addition, when the teacher teaches the young learners, in this case the kindergarten pupils, they do not realize that they are studying because learning language through coloring pictures is fun and enjoyable, so the pupils feel that they are doing something enjoyable.

The result of the teaching technique is satisfying because the pupils could know the English vocabulary easily and they could remember all the words with correct concept in their minds from the result of the observations, observation checklist and interviews. The writer believes that the technique of teaching vocabulary through coloring pictures is effective. Because from the result of the observations, observation checklist and interviews, she could see that the pupils really got improvement in their English vocabulary. Thus, this technique is not only useful to increase the pupils' English vocabulary, but it is also valuable for the teacher to make her or his job run easily.

5.2 Suggestions

Based on the data interpretation and previous conclusion, the writer comes up with some suggestions for the English teacher. The writer constructs her suggestions as follows:

- Teachers are suggested to use picture-coloring technique to teach vocabulary. Relaxing and fun atmosphere which are created by this

technique can make the students focus, absorb and remember the vocabulary better.

- The materials, in this case, the pictures should be selected before. Using colorful individual pictures to present vocabulary will increase the pupils' interest and motivate them to learn English more seriously also make them focus on the lesson better.

- The models of the pictures shown must be big enough so that the pupils can see them clearly and the pupils sitting at the back can also see the picture.

- Some other activities like singing or giving a story telling are needed to prevent the pupils from getting bored. It means that in a limited time of meeting, the teacher not only gives the lesson by coloring pictures but also she/he gives some other activities which are related to the topic of the day.

- In teaching young learners, the teacher should recognize their characteristics compared with the adults. The teacher should try to be the part of their world which is full of imagination.

- In teaching English vocabulary to young learners, the teacher should be more creative to avoid pupils' boredom, because unconsciously, the ways the teacher presents the materials give a lot of influence in the success of the teaching technique.

- When asking questions to kindergarten pupils, it is better to point directly at one student while mentioning the pupil's name instead of

asking the whole class because by doing so the teacher knows the progress of each of the pupils.

5.3 Recommendation for Further Research

The writer realizes that her study is far from being perfect. Therefore, she would like to share experience in order to be able to give recommendation for further study.

There has been one thing which probably has to be improved in further research that is the observation done. Because of the limitation of time and the policy of the school observed, the writer conducted the observation only three times. So the writer recommends that another similar study observe more than three times in order that the data obtained can be more detailed and exact. In addition, the material presented should have more variation by using additional activity such as singing a song and doing a game related to the theme.   Finally, the writer hopes that this study will give some guidance for English teachers who want to teach vocabulary to kindergarten pupils through coloring pictures and also some helps for further research.

Bibliography

Agustyn, Ewa. 1999. *The Place of Vocabulary in the English Language Teaching.* Retreived November 1, 2005 from the World Wide Web: http://rttc.uwb.edu.pl/strovy/students/place/ewaaroz/ewaug.html

Allen, Virgina French. 1983. *Techniques in Teaching Vocabulary.* Oxford: Oxford University Press, Inc.

Brown, Douglas. 1980. *Principle of Language Learning And Teaching.* New Jersey: Prentice Hall, Inc. Englewood Cliffs.

Dale, Edgar. 1971. *Technique of Teaching Vocabulary.* California: Field Education Publications, Inc.

Mulysa, E. 1996. *Kurikulum Tingkat Satuan Pendidikan (New).* Jawa Timur: Garis- Garis Besar Progrm Pengajaran (GPPP).

Engel, Rose C. 1979. *Language Motivating Experiences for your Children.* Los Angeles: Academic Press.

Ernestova, Marie. 1988. *How to Use Ready Made Pictures.* Washington D.C: English Teaching Forum.

Finocchiaro, Mary. 1975. *Visual Aids in Teaching English as A Second Language.* Washington D.C: English Teaching Forum.

Finocchiaro, Mary.1974. *English as A Second Language: From Theory to Practice.* New York: Regent Publishing Company.

Frost, Richard. 2005. *Remembering Vocabulary.* Retreived February 19, 2005 from the World Wide Web: http://www.teachingenglish.org.uk/think/ vocabulary/ remember_vocab.shtml

Gnoinska, Anna. 1998. *Teaching Vocabulary in Colour.* Retrieved November 1, 2005 from the World Wide Web: http://exchanges.state.gov/vols/vol136 /no3/p12.htm

Helaly, Zaenab El. 1987. *Teaching English to Children.* English Teaching Forum, vol. XXXV, no 2, April.

Hornby, A.S. 1995. *Oxford Advanced Learner Dictionary.* New Edition, Oxford University Press. P:223, 1225, 1331.

Howatt, Anthony P.R., 1964. *Some Techniques of Programmed Learning and The   Language Teacher.* London: Longman.

Junita, Sally. 1977. *The Effect of Pictures as a Means of Teaching Vocabulary to Elementary School Students*. Widya Mandala Thesis, Surabaya

Kreidler, Carol.1968. *Visual Aids for Teaching English for Speaker of Other Language*. Washington D.c.: US.

Lee, W. R. and Coopen, Hellen. 1969. *Simple Audio Visual Aids to Foreign Language Teaching.* Oxford University Press.

Li-Shing Tang. 1981. *English Trough Pictures*. English Teaching Forum Vol. XXIX No. 4.

Scott, Wendy A. and Lisbeth H. Ytberg. 1994. *Teaching English to Children.* New York: Longman.

Shrum, Judith L. and Eileen W. Glisan 1994. *Teacher's Handbook Contextualized Language Instruction.* Boston: Heinie and Heinle Publishers.

Unnamed. 2005. *Teaching to Young Learners*. Retrieved April 10, 2006 from the World Wide Web: http://helpchildrencquirelanguage.oup.com

Ur, Penny. 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge Univ. Press.

Widyaningrum. 2005. *The Effect of Teaching New Vocabulary Through Coloring Pictures to Children*. Universitas Negeri Thesis, Surabaya.

Wright, Andrew. 1989. *Pictures for Language Learning*. New York: Cambridge.