

CHAPTER V

CONCLUSION AND SUGGESTIONS

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C O N C L U S I O N A N D S U G G E S T I O N S

5.1. Conclusion

The problem that has been discussed at the previous chapter states that most students of higher level still have poor vocabulary and when they are asked to memorize a list of vocabulary, they get difficulties in doing so. As a result, they cannot improve their English well because of the limited number of vocabulary they have. They even cannot freely make a sentence of their own. That is why from the first time the students learn English; that is, from the beginning level teachers should use an appropriate teaching technique which is not boring.

Song is one of the ways that is used to increase the students' interest toward the vocabulary lesson. It also helps the students to easily memorize the difficult words given because the students practise singing the song. By singing the song the students practise to pronounce the words in the song one by one. By asking the students to repeat the song more than one time, the students are expected to remember, if not to memorize, the words in the song.

As it has been stated in chapter one, the objective of this study is to see whether songs as a means of teaching vocabulary to children of the beginning level can motivate them more to learn the materials in an enjoyable way and to enable them to memorize the lesson easily. From the result of the post-test, the students of the experimental group can get better marks than the students of the control group. It means that the students of the experimental group could follow the teaching-learning activity well in an enjoyable way and their motivations increased. By using songs students could absorb the information of the teaching material more easily than without songs. It proved that songs could be used as a teaching technique in a classroom and the objective of this study are fulfilled.

5.2. Suggestions

Based on the result of this study and the usefulness of songs in teaching vocabulary, it is advisable that English teachers especially those who teach children use songs in teaching vocabulary in the class as a variation of their teaching technique.

Here the writer would like to give some suggestions to further researcher:

1. Choose the songs which are suitable with the students' age, otherwise the students will not be interested to learn the songs.
2. When teaching vocabulary to children using songs, the teacher should not only give the song but also perform some actions or show pictures as an illustration of the song. Actions and pictures will help the students to understand the material which is taught.
3. The teacher should challenge the students to be more active by asking them to sing loudly or to imitate the teacher's action or by giving them a chance to ask some questions or even better to answer their friend's question.

Finally, the writer hopes that this thesis would give some contribution to further researches done by other students and also for the reader of this thesis especially for those who want to apply this technique in teaching-learning activity.

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