CHAPTER V

CONCLUSION

In this last chapter, the writer would like to discuss two things. The first one is the summary of everything that has been discussed in the previous chapters. The second one is suggestions which might give inputs for the people who deal with teaching English to young learners.

5.1. Summary

This study is mainly related to the theory of Second Language Learning and Second Language Acquisition which are proposed by Krashen (1989) as the two ways of developing the competence in Second Language. He defines language learning as the conscious process that makes people aware and able to talk about the rules of language, and language acquisition as the subconscious process of developing linguistic concepts and rules. Learning usually takes place in the formal setting while acquisition takes place in the natural setting.

Learning language itself is closely related to language mastery. The result of language learning is language mastery. To this point, the result of learning English in a formal setting like classroom is English mastery. The acquisition process merely takes place in the natural setting and finally results in language acquisition. Therefore, the result of obtaining English in the natural setting like daily conversation is English acquisition.

In a classroom, learning activities are always related to teacher's teaching. Most English teachers always start with content words when they teach young learners. The

writer herself teaches English to young learners at SENTRA English Course. She also starts her teaching with content word. Since she teaches in the classroom, the result of her students' learning supposes to be English content word mastery. But then the writer found out that her students often utter the words that she actually had never taught them. This increased her curiosity and made her conducted this study under report.

As stated in chapter 1, in the objective of the study, this study is intended to find out the subjects' vocabulary mastery and acquisition. Since the teaching learning activities followed by the subjects focus on content words, the writer decided to focus her study on the students' English content words mastery and acquisition. Hence, the result of this study merely exposes the content words mastered and the content words acquired by the subjects under study.

The subjects of this study are the writer's "SUPERKIDS 1" students at SENTRA English Course. The research design of this study was qualitative research which was carried out through the observation method. To find out the students' content words mastery and acquisition, the writer observed them for one term of about five months. The observation was started on the first day of the term on August 8th 2005 and ended on January 18th 2006. She recorded the students' utterances during the teaching learning activities in the classroom and transcribed them. She also used the students' mid-term test and final test to test their mastery. In analyzing the data, she identified the content words, classified the content words and analyzed the data based on the theory in chapter II. Since this   study was conducted over an extended period of time for about five months, it was said as longitudinal study.

From the findings, the writer found out that the subjects of the study acquired four classes of content word: nouns, verbs, adjectives and adverbs (see Table 4.1). With the total amount of 48.27% of the content words acquired by the subjects under study, nouns are in the first position in the subjects' content word acquisition. In other word, the content word acquired the most by the subjects is nouns. On the second, third, and fourth positions of the subjects' content word acquisition are verbs (29.31%), adjectives (18.96%), and adverbs (3.44%). Here, the content word acquired the least by the subjects is adverbs. The content words acquired by the subjects under study come from the teacher's talk and their peers' utterances.

The study also reveals that after studying English for one term the subjects of the study mastered 306 content words. The content words mastered by the subjects under study are nouns, verbs, adjectives and adverbs (see Table 4.9). The content words acquired the most by the subjects are nouns (59.8%). Nouns hold the first position in the subjects' content word mastery. Verbs (26.8%) and adjectives (11.76%) are in the second and third position in the subjects' content word mastery. Adverbs (1.64%), the content word mastered the least by the subjects, is in the fourth position of the subjects' content word mastery. Most of the content words mastered by the students come from the content words proposed in the "Superkids 1" book, the others come from the teacher's exposure and also from the songs and poems that were taught to the students.

Based on the findings, a conclusion can be drawn that eventhough the subjects of this study obtain their English content words in a classroom, considered as a formal setting, they do not only learn English but also acquire English. This is in

line with Krashen's idea (1989:47) that a classroom may serve as an "intake" informal environment as well as a formal linguistic environment (sic!). Classroom is always associated with formal setting where learning takes place. However, it is possible for acquisition to take place in the classroom, for instance in the teacher and students' conversation.

The number of the content words that the subjects acquired is fewer than the content words that they mastered. But the subjects acquired the content words in the same rank as they mastered them. It also gives big contribution to the subjects' English proficiency. For this reason, it is time for all English teachers to not only concentrate only to the students' mastery but also to their acquisition. Most of the time, the students experience their acquisition from their teacher's talk and their friends' utterances. It can be concluded the more the students get inputs and use their English, the more chance they have to acquire English to help them improving their proficiency in English.

5.2. Suggestions

Realizing that there are some limitations in this study as stated by the writer in chapter one, the findings only expose the students' English content words mastery and acquisition after they studying English for one term. Therefore, here, the writer would like to give some suggestions that might be useful for the future research on second language learning and acquisition and on teaching English to young learners.

5.2.1. Suggestion for Future Research

The writer hopes that in the future there will be other researches willing to discuss vocabulary acquisition and mastery of EFL learners more deeply. The present

study observed the students' content word acquisition together with their content word mastery. Thus, further researches can be conducted with deeper concentration on vocabulary acquisition and mastery that happen in classroom. It can be done by conducting a longitudinal study with longer time than the present study so that all aspects in the subjects' vocabulary acquisition and mastery can be discussed. The data collection can also be extended, not only through observations, recordings but also through interview with the students. High technology instruments like video camera might also be used to get more valid data.

In doing the study under report, one of the writer's limitations is her limited background knowledge. Hence, the writer hopes that the future researches could be done by post-graduates, graduates or undergraduates who have adequate background knowledge about the matter under discussion. Related to the short-coming about the subjects of the study, it is the research technique that should be improved. The subjects under study are children; it has been their nature for curiosity and moves. Therefore, the research technique should be adjusted to the subjects not the subjects who have to be adjusted to the research technique.

Furthermore, the writer also hopes that the future researches propose some techniques, methods, and atmosphere which enable the students improving their English not only through learning but also through acquisition.

5.2.2. Suggestion for Teaching English Young Learners

Most of the time, English teachers only focus on their students' mastery. They teach their students just as far as the textbook proposed. It is hoped that the English teachers no longer pay attention only to what the students have to learn, but they also expose their English in their teaching so that their students will improve their English through the acquisition process. The writer suggests the English teachers for young learners to improve their teaching by creatively design techniques, methods and atmosphere that will transform the classroom not only the place for learning but also for acquisition. As the first step, those teachers can try to always use English in communicating with their students in giving instruction, explaining the lesson, or making daily conversation. Teachers can also decorate the class by putting some pictures and posters that can create conducive learning atmosphere.

The writer would also like to suggest the English teachers for young learners to carefully choose the textbook used in the teaching learning process. It is better to choose textbook that propose interesting activities such as the "Superkids 1" book used in the study under report. Those interesting activities give chances to the teachers and students to interact in English more frequently so that the students might have bigger chance to acquire something.