

CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter presents the conclusion and suggestion. In the conclusion part, the writer summarises the main points that have been discussed in the earlier chapters, while the suggestion part covers suggestions for the English teaching and recommendations for further research.

5.1. Conclusion

English as an International language has been recognised as the medium of communication and instructions in textbooks and printed materials. It is, therefore, necessary for SMU graduates especially those who want to continue their study to higher education to have good knowledge of English, so that they are able to understand information given in textbooks or reference books written in English.

In line with the importance of English mentioned above, teaching English becomes the main concern nowadays. The aims of teaching English are defined with reference to four language skills - listening, speaking, reading, and writing. These four language skills can be mastered if one has a good store of vocabulary. A student with a poor knowledge of vocabulary will not be able to understand or express himself in English. That's why vocabulary is the key of mastering a language.

Many attempts have been made to teach vocabulary to the students. However, the fact shows that the result seems to be beyond their expectation. It happens because during

the teaching-learning activities, the students are usually given a vocabulary list and asked to memorize it. This technique seems to be impractical and inefficient since there are so many words the students have to learn. Besides, memorizing the words and their meanings which are quite unrelated to one another makes the students discouraged and demotivated to learn and they will easily forget the words.

In order to overcome this problem, the writer presents pictures as one of visual aids with the assumption that through pictures which are certainly more appealing and interesting, the students are motivated to learn vocabulary and they are encouraged to participate actively during the learning process which enables them to retain and recall the words better.

Vocabulary can be defined roughly as the words in the language. Among the words, phrasal verbs are frequently used in printed materials and communication. So, learning phrasal verbs will enhance the students understanding and performance. In other words, the students will comprehend printed materials better and communicate more naturally, gracefully and precisely.

However, learning phrasal verbs is a complex matter. This is particularly caused by the meaning of some certain phrasal verbs (non-literal or idiomatic phrasal verbs) cannot be deduced merely from the meaning of separate parts and it will increase the students' poor motivation.

It is, thus, the aim of this study is to use pictures in teaching phrasal verbs to improve the students' vocabulary achievement. In teaching phrasal verbs, the students were presented pictures along with the phrasal verbs and given some question-prompts,

to elicit the meanings of phrasal verbs expressed in the pictures. The students then make an example of a sentence in which the phrasal verb is used to get to know the position of adverb, especially when the object is in the form of pronoun.

Based on the statistical calculation of the data obtained during the experiment to the first year students of SMUK St. Stanislaus, the writer found out that there is a significant difference in the students' vocabulary achievement between the students taught phrasal verbs using pictures and those taught without pictures. In other words, the students who experienced pictures as the aid in learning phrasal verbs had a better vocabulary achievement compared to those without pictures. It happens because in learning phrasal verbs using pictures, the students got more opportunities to participate themselves during the teaching-learning process. Their active involvement in the classroom helped them have a better understanding of the words being studied.

5.2. Suggestions and Recommendations

Successful vocabulary learning depends much on the students' attitude, motivation, interest and especially active involvement during the teaching-learning process. For this purpose, the writer suggests the use of pictures in teaching phrasal verbs as a part of vocabulary teaching to SMU students.

5.2.1. Suggestions for Teaching

In using pictures in teaching vocabulary, in this case, phrasal verbs, it is expected to use simple pictures or drawings which help the students centralise their attention on the

special item being learned, instead of pictures crowded with details which may be ambiguous for the students. In addition, colourful pictures are strongly recommended because they can draw the students' attention and decrease the boredom of the students.

To help the students elicit the meaning of the items, they should be guided with questions which are called question-prompts which have a function of focussing the students on the exact meaning intended in the picture. The answer to the questions could be in choir or individually. However, it would be better to call the students one by one to give an opportunity for the less able students to express their idea.

Understanding the meaning of the word is not enough to judge that one has already known a word, as knowing a word one should also be able to use it correctly. So, the next task is encouraging the students to make an example of a sentence for each phrasal verbs. Such practice will enable the students to elicit the position of the adverb especially when the direct object is in the form of a pronoun.

5.2.2. Recommendations for Further Research

All in all, the writer realises that this study is far from being perfect. Therefore, she expects that there will be other researchers who will conduct a more thorough study on the use of pictures in teaching phrasal verbs to give a more complete and thorough results. For further research, the writer wants to share her experience related to the weaknesses found in this study. Firstly, in this study, the effect of the use of pictures is seen through only one kind of instrument, i.e. a blanked gap- filling task. It would be better if the effect of the use of pictures can be proved with more than one instrument. Secondly, this study

was concentrated only on idiomatic and transitive phrasal verbs and it is expected that further research will be carried out to observe any other kinds of phrasal verbs. At last, due to the limited time, the treatment in this study were only given three times to both groups of certain population and sample. Therefore, the results cannot be generalised to all people. The writer hopes that later on, there will be other researchers who will conduct an experiment by using a wider scope of subjects of population with more treatments in order to get more complete and more valid results.

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