CHAPTER V

SUMMARY AND SUGGESTIONS

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In the last chapter, conclusion and suggestions will be discussed as the ending of the research conducted. The writer gives a summary based on the points have been discussed in the previous chapter. Instead of conclusions, relating to the strength and weaknesses of the research conducted, the writer gives some suggestions for the further research.

5.1. Summary

English is taught as a second language in Indonesia, there are skills in English that should be mastered by the learners : Speaking, Listening, Reading and Writing, but the centre of those skills is vocabulary. Vocabulary is the most important part in learning. A good knowledge of English will be more useful supported by experience and adequate vocabulary stock.

The importance of vocabulary mastery becomes the main concern of today's English classes. Many ways done for the students to have a good store of vocabulary. They know how importance vocabulary is, not only in expressing the idea with those vocabulary.

Still relating with the importance of vocabulary, teaching vocabulary considers important to give the meaning of unknown vocabulary words and improve the students' vocabulary words. The successful teaching-learning activities depends on how the teacher

presents the materials to the students and the techniques in vocabulary teaching has to be interesting and motivating the students to help them easier in getting the meaning of vocabulary words.

To overcome the students' difficulties in learning vocabulary, visual aids give much help to the teaching vocabulary. Using visual aids is the efficient, practical and interesting technique. It is encouraging the students to learn vocabulary and to reduce their mistakes in learning vocabulary than they have to memorize or looking up the words in dictionary.

Instead of vocabulary teaching, vocabulary learning, vocabulary testing has relationship with the succesful of vocabulary teaching and learning. The teaching of vocabulary needs aids to make it interesting and more appealing, especially for the students in Elementary school, with the assumption that using something to attract the students' interest is necessary. Among those aids available, picture is the most effective aid. Presenting the vocabulary teaching along with pictures can improve their vocabulary achievement and help the teacher to capture the students' concentration to the lesson.

To prove the assumption and due to the result of the experiment conducted, the writer found out that vocabulary learning is influenced by vocabulary teaching. The successful of vocabulary learning depends on the material presented. The way the teacher presents the material and how the teacher attracts the students' interest to motivate them learning vocabulary.

The last vocabulary material to be considered is vocabulary testing. After vocabulary teaching is given with the effective technique using the visual aid, picture, then, it is hoped that the students are successfully in learning vocabulary and get the better result than they have got before the treatment is given. Then what we need to do is giving vocabulary test to the students in kind of vocabulary testing recommended for the Elementary level with the vocabulary words listed from the material in the textbook used by the students in their school then on one vocabulary testing can be separate into two kinds, first, the picture recognition is for the words that can be replaced by pictures, for example: Adverb, Adjective and Preposition. and second, the completion is for the words that can not be replaced by pictures or the students can answer the questions from the clues whether it is the previous sentence or from the dash available in the missing words.

The aim of the test is as the starting point to measure the students' ability in mastering the vocabulary lesson given before and after the treatment given. Instead of measuring the students' ability as their backwash effect from their vocabulary learning to decide whether they are success or not and how far they can master the vocabulary words.

From the experiment given to the fourth year students of SDN Kertajaya 218, Surabaya, the treatments are given to the classes with the same teaching procedures for several times, next, before and after the treatment, a test is given to both groups. The result of the test, the gain

difference from the pretest score to the posttest score is considered as the sample students' vocabulary achievement.

Based on the gains, it may lead us to the conclusion that the effective way to give the vocabulary teaching to the students can encourage them to learn vocabulary more and more and motivate them to get the better result than what they have got in their first test before the treatment is given.

5.2. Suggestions for Further Research

After finishing the study and realizing the weaknesses of the study conducted, the writer would like to suggest something to make the further research would be better.

Suggestions for the vocabulary teaching may start from the aid using, although pictures are effective and popular among the Elementary level students, moreover pictures can motivate the students' interest but sometimes pictures can be ambigious and disturb the students' concentration then it would be better if in the next research, the researcher tries to offer another interesting thing to motivate them to learn vocabulary and it would be better again if the pictures presented are individual pictures only and colourful.

From the time of the treatments in this study, the treatments are given only five times, it may be better if the time is made longer in order to get better and concrete results. If the next research is designed to obtain the gain difference result from the students who are taught using pictures
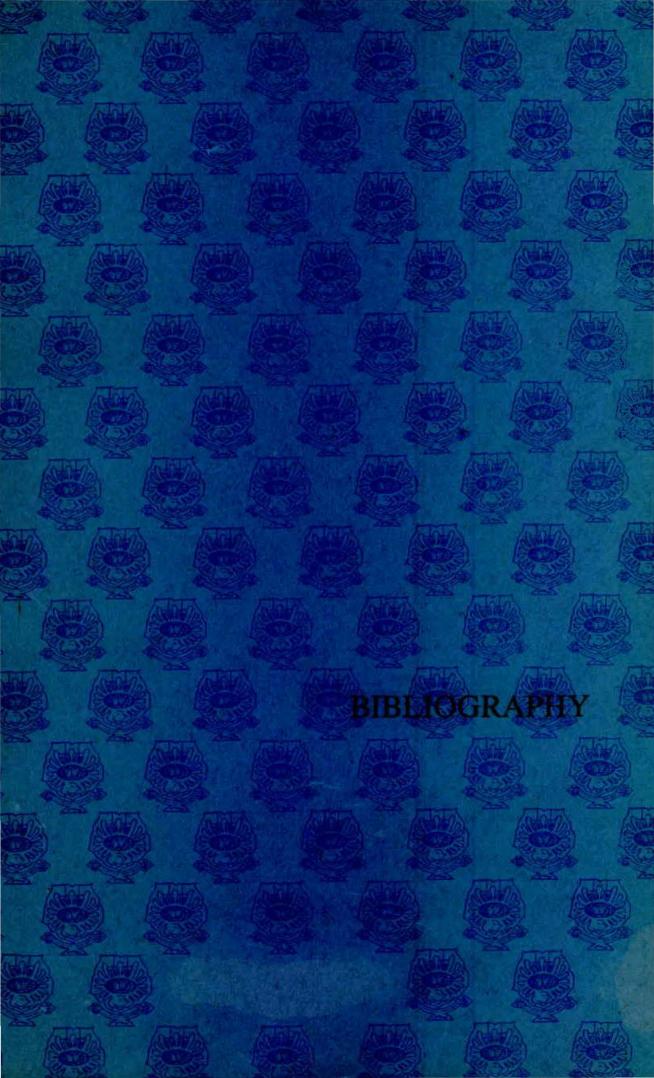
and the one without pictures then the treatment given for both classes would be different.

Relating with the vocabulary learning in this study, the writer gave the material for them and the vocabulary words were taken from the material in the textbook and the other textbook for the Elementary level at the fourth class. It may be become more attractive if the students are given chances to offer their own vocabulary material related to their interest, it is just to determine their motivation and make them creative in expressing the idea.

Next part is about vocabulary testing, in making the test, the words tested are only from the compulsory textbook and it does not represent the whole subject, for example: Adjective, Adverb, Verb, Noun at the Elementary level. They are limited in certain part, thus, it will give the better result if the test is made into each part so the result of the test will show the complete result for each part of vocabulary and it will show their ability in mastering all of the vocabulary materials and the judgement whether they really understand the words or not will be strong.

Above all, the population and sample of this study are taken from the certain part with limited number. Therefore it shall not be generalized for all the students especially the fourth class Elementary school in all schools.

With those weaknesses and realizing that this study is far from being perfect, there are expectations beyond the weaknesses, it is

expected that for the further research, it would be conducted better, using the better research design, better treatments and materials, better test construction and wider population for the concrete and valid result.

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