

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of what has been investigated in this research and the suggestions for further research.

5.1 Conclusions

This study investigated the teaching vocabulary using flashcards and word list as strategies in experimental and control group. It is aimed at finding out whether both strategies can help students' vocabulary mastery. Moreover, the students' responses toward the flashcards and word list are also discussed.

The result of this study indicated that there was a significant improvement in vocabulary mastery using flashcards and word list to help students' vocabulary mastery in the pre-test and post-test. The result was obtained through comparing the means scores of control and experimental groups in post-test which were 74.00 and 80.53. In addition, it is proven that the independent *t*-test result which depicts that the probability is lower than 0.05 ($0.043 < 0.05$). Although the scores of both groups was increased, the experimental group shows greater growth on overall vocabulary knowledge from pre-test and post-test.

The result of the study was in line with the results of related previous studies such as those done by Komachali and Khodareza (2012); Baleghizadeh and Ashoori (2011); Derby, McLaughlin, Schletter, and Treacy (2012); Derby, McLaughlin, and Romjue (2011). Those studies revealed that flashcards help

Elsa Yusrika Sitompul, 2013

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students learning vocabulary. Moreover, flashcards led to a higher level of vocabulary improvement.

The students' responses toward the flashcards and word list have been investigated by conducting interview in the experimental and control groups. The interview result from the experimental group showed that the students are interested in learning English especially vocabulary toward flashcards because it brings a lot of benefits for them, such as: students can understand and memorize new words easily; they are motivated to learn English vocabulary. This is in line with Doff (1988) who states that flashcards can help students to focus on the learning and make the class interesting. Meanwhile, the interview result in the control group showed that word list is considered as a monotonous and tedious strategy. This makes the students feel uninterested and pay less attention on teacher's explanation.

5.2 Suggestions

Regarding what have been done in this research, there are some suggestions for further research in the field of teaching vocabulary using flashcards and word list. The suggestions are expected to be taken as consideration by the researchers who are willing to do research in the same field. Moreover, it is also expected to be suggestions for teachers to teach better.

Firstly, since this study concerned only on vocabulary in elementary students, it is suggested for further study to conduct the study in the other contexts, such as: in reading, writing, speaking, listening, and grammar teaching.

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In addition, if a researcher conducts a study in another level of students (secondary school), it will be better to relate the vocabulary teaching to one language skill or two integrated language skills such as reading and writing, or listening and speaking.

Secondly, it is recommended that teacher can present interesting pictures on the flashcards to lead teacher's performance better. Teacher can download the flashcards from internet and then printed it easily. It is very crucial since the students will enjoy seeing the flashcards while the learning activity presents.

Thirdly, if teacher uses word list as a strategy to teach vocabulary, she or he may create fun learning process, such as playing games. Even though word list is a common strategy in learning and teaching process, the students can still enjoy the material.

However, due to the limitation of this research, the result of this study cannot be generalized. Since this study employed quasi-experimental research design, the samples and time are limited. Therefore, it is recommended that a further study comprises as many samples as possible from different schools and employs random samples to accomplish more accurate and defensible results.