

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter consists of two main parts namely conclusion and recommendation. In this conclusion part, the result of the research will be summarized. Furthermore, the recommendation related to the vocabulary teaching and the further related research is also given in the recommendation section.

5.1 Conclusion

This study focused on the implementation of storyline approach in teaching vocabulary to young learners at fourth grade level. There are two research questions in the research. The first question aims at elaborating the implementation of storyline approach in teaching vocabulary to young learners. The second question aims at knowing the aspects of engagement displayed during the activities in Storyline approach.

The finding of the study portrayed the implementation of storyline approach in teaching vocabulary. It was supported by the data obtained from classroom observation, survey questionnaire, and interview. Teaching vocabulary through storyline approach can be conducted by implementing four aspects in the storyline that are key questions, activities and class organization, vocabulary teaching and materials, and outcomes/product (Harkness, 2007, p21).

The key questions are selected storylines created by teachers aimed at covering the main objectives the students need to achieve. In this storyline, the title of “neighborhood” was chosen with three different kinds of key questions: (1) Who are you?; (2) How do you look like? ; (3) Can you help Ron, the new neighbor.

In each key question, there are activities which involved students in individual and group work such as making the character and setting, filling

personal information, describing physical appearance, mentioning and labeling parts of body. The activities were conducted during the learning process. Teacher can provide the various activities to help answering the key questions as long as it is applicable to the students. The teacher delivered the vocabulary through different strategy such as demonstration, song, games, drilling and question for checking students' comprehension. The vocabularies were packed contextually to the key questions and introduced using various materials. Some of them were made by the students such as name of the city and streets, family making and students' descriptions. The picture of Ron and body parts flash card names were made by the teacher. The outcomes produced by the students were in the form of their personal identities, personal description of physical appearance, and body parts worksheets.

Furthermore, the implementation of storyline approach was considered as enjoyable learning process that offers students to learn while playing. Additionally, they were given more opportunity to take big part in the learning process in order to enrich their vocabulary. The students' engagements were elaborated through three different types of engagement from Fredricks (2011) that are emotional, behavioral, and cognitive engagement. Both of the enjoyable and high participation based on the findings indicate that the students are highly engaged emotionally and behaviorally. Additionally, the students are less engaged in their cognitive engagement due to their nervousness and the task numbers.

Pertaining to the evidences of the effectiveness of using storyline approach in teaching vocabulary, however, the teacher needs to consider the appropriate story which is able to cover the objectives of the study and the activities practiced during the learning considering students' characteristics that they have short attention span.

5.2 Recommendation

Based on the findings, discussion, and the conclusions of the research, recommendations regarding to the use of Storyline approach in teaching vocabulary to young learners can be drawn as follows.

1. The use of storyline approach is highly recommended to be applied on English, especially on vocabulary teaching. It is an effective approach to trigger students' engagement toward vocabulary learning. In addition, the continuity in the storyline gives benefit to make them familiar with the lesson itself.
2. The recommendation for the teacher is that conducting vocabulary teaching through storyline approach demands teacher's capability and creativity to choose appropriate story for students' level and interest which is able to cover the learning objectives. Additionally, the various activities practiced and materials used in each key question should be considered as the way to attract and engage students into the learning process.
3. The use of various techniques such as TPR, demonstration, game, song in presenting the vocabulary are required since they can help students to comprehend the meaning of the words and make learning activity more lively.
4. To attain more objectivity, the upcoming research can be conducted in different approach and method but still use triangulation because several data will help the research.
5. For the researchers who are interested in conducting a related topic, the researcher can conduct research with data collection from different perspectives to yield a more comprehensive result from listening, speaking, reading, and writing. Moreover, this approach can be implemented in another level of education such as junior high school and senior high school.