

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented as an eventual summary of the research which includes conclusions and recommendations. Presented in two sections, first, this chapter provides conclusions derived from the findings and discussions on the data analysis. Whereas the recommendations are drawn to give some inputs for the readers in conducting further research in this field.

5.1 Conclusions

As what has been informed in the previous chapters, the research is expected to investigate the way(s) of teaching the vocabulary of emotion in fostering students' emotional literacy and teacher's instructional factors related to the students' vocabulary outcomes. The ways in which the teaching of emotional vocabulary foster students' emotional literacy is traced from the analysis and discussion of the framework Collaborative for Academics, Social, and Emotional Learning (CASEL) (2006) which provides an overall schematic of children's social-emotional learning. In teaching the emotional vocabulary, the techniques and children literature suggested by Joseph and Strain (2003) were applied during the process of the teaching and learning process. From the analysis, there are several conclusions that can be drawn, and they are further elaborated in this section.

First, teaching the vocabulary of emotion can be conducted through children literature as a material with the several activities that proposed by Joseph and Strain (2003). Although not all activities could bring students in getting what they hope, Feeling Face Charades was felt appropriate and interesting in learning emotional vocabulary. Students looked active and enthusiastic in learning, sharing their knowledge and experiences. Some students said that in Feeling Face Charades, they could see the real picture of feeling and emotion in other. Students could also share their experiences openly. It is line with what Joseph and Strain (2002) said that for emotional vocabulary, teaching to be effective adults must first spend the time necessary to build positive relationships with children.

Second, the teaching of emotional vocabulary through story as a part of literature give the approaches on English language teaching (ELT) especially on language-based approaches and

students' personal enrichment. On language-based approach, students become know some vocabularies related to emotion of a self and others. While, on the view of personal enrichment approach, students could give and share their personal opinions or reactions in the classroom or outside of the door.

Third, children with emotional literacy are seemed after the teaching and learning emotional vocabulary conducted. Most students felt some changes on themselves, such as, tolerate frustration better and less lonely. For example, now a student know with whom she could share her feeling of sad, student know what he should do when he is feeling frustrated. As the emotional literacy schematic suggests, having feeling words and being able to recognize emotions in others and in one-self is a necessary.

5.2 Recommendation

Relevant to the findings, discussion, and the conclusion of this research, there are several points of suggestions for a better contribution and significance of future research in the same field of study. The suggestions are presented below.

First, the current research is conducted by aiming the way(s) in which students foster their emotional literacy through learning vocabularies of emotion. The result of the investigation is expected to provide more insights for more similar research to be conducted. If the future research still interested in studying the similar field with the current research, the future research is suggested to have a focus on a specific area. For example, the future research can be concerned about the technique which chose to teach emotional vocabulary. In order to be able to create significance, the future research may want to raise an issue on how the same technique is used by different classes. One purpose of the future research would be to investigate whether the same technique can work in different classes. In terms of data collection technique, further research should include deeper interview with the more students about the technique.

Second, it is suggested that the further researcher take longer observation to gained deeper implication about the teaching of emotional vocabulary to foster students' emotional literacy. Chose the story that will be used carefully and selected, in order could bring the result to the developing students' character education.