

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this final chapter, there are two main points discussed. Firstly, this chapter presents the conclusions of the study drawn from the findings and discussion. Secondly, it provides ideas and suggestions for teachers of young learners and other researchers who are interested in conducting research on the area of techniques in teaching vocabulary to young learners.

5.1 Conclusions

This study focused on techniques in presenting vocabulary meaning and vocabulary form to young learners. The purpose of the study was to discover the techniques employed by the teacher in presenting the meaning of vocabulary to the students, techniques employed by the teacher in presenting the form of vocabulary to the students, as well as the teacher's reason in employing those techniques.

The result of the study revealed that in presenting the meaning and form of vocabulary, the teacher applied different techniques with different reasons. In presenting the meaning of vocabulary, among all of the techniques based on Takač (2008), Real Objects technique was the most frequent main technique used by the teacher. One of the reasons found is because the learners are categorized into young learners. Young learners mostly learn concrete words, to which the technique is appropriately used. Other techniques such as Meaning Definition and

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TECHNIQUES IN PRESENTING VOCABULARY

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Contextual Example were employed to more concrete words. Meanwhile, in presenting the form of vocabulary, the teacher mostly employed Presentation through Graphic Form technique. Based on the data, this became the most frequently used technique since it was the only technique in presenting written form of planned vocabulary and the teacher employed this technique to all planned vocabulary she taught during the lessons. In addition, the use of word flashcards, as one form of the technique, was frequent in showing the word form.

In addition to the techniques, in presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employed one single technique. This research confirms previous finding that teachers are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006). The findings showed that the teacher combined more than one technique to maximize the possibility of the students' understanding of the vocabulary item and to help store the vocabulary to their long term memory retention.

Regarding the last research question, the teacher had several reasons in employing all of the techniques. There are nine main reasons found. The teacher employed a certain technique because the technique: 1) can save time, 2) acts out as a short route, 3) fits with students' characteristics, 4) gives long term memory retention to students, 5) benefits students to have the information about word's form and word's use, 6) maximizes student's speaking opportunities, 7) makes the words more organized and practical, 8) makes the students become accustomed to

the word form, 9) can help the students whether in understanding the word meaning, remembering a word and how to write the word.

5.2 Recommendations

Based on the research findings and the conclusions, there are some suggestions proposed concerning techniques in presenting vocabulary to young learners as follows:

1. Before presenting meaning or form of vocabulary items, teachers need to notice some considerations such as the type of the vocabulary, the students' level and characteristics, and also the value of the techniques for the learners.
2. With the teacher talk is mostly in English, translation can be employed when presenting word meaning in some particular situations such as when dealing with incidental word and highlighting false interpretation from the students.
3. Teachers are suggested to use real objects technique as often as possible when presenting vocabulary to young learners especially when the words are concrete. Besides interesting to young learners, gesture, pictures, and realia can help them remember words better.
4. In employing meaning definition or contextual example technique to young learners, it is suggested for teachers to be careful in selecting words to use and to employ words within the students' range.

5. There are still many rooms to do research in the area of vocabulary teaching techniques especially to young learners. This study limits its investigation on the techniques in presenting vocabulary only. Other researches on the same area of teaching vocabulary can examine the techniques in practicing vocabulary and in training the students some techniques for independent vocabulary learning.
6. For further researches on the same concern on techniques in presenting vocabulary, it is advised to involve more participants, whether the teachers or the students, and to conduct the research in a longer period. In addition, the researchers can collect the data from more perspectives, such as from the students, to obtain a more comprehensive result. For instance, the research can apply child-friendly questionnaire to know the students' responses towards the techniques.