

CHAPTER IV

CONCLUSION AND RECOMENDATION

This chapter describes the conclusion of the research findings based on the questions proposed in chapter one and some recommendations. This chapter then is divided into two parts, the first one presents the conclusions of the study derived from the findings and discussions presented in the previous chapter. The second part is concerned with the recommendations relevant to the study.

5.1 Conclusion

This study has portrayed the implementation of edutainment software in the teaching vocabulary to young learners, especially primary students. Based on the research findings in Chapter Four, the first research question has been answered. The use of *i tutor.net* as edutainment software in teaching of vocabulary to young learners can be implemented through some sequence activities generally divided into three main stages, related to the typical of most lessons, i.e. the activities before, during, and after using edutainment software (Brewster & Ellis, 2002; Heinich et al., 1996). The activities before using edutainment software consist of preparing appropriate conditions including materials and equipment, environment, and students' participation. The preparation stage is useful to make the teaching learning process run smoothly and the students get involved in it well in the next stage.

The activities while using edutainment software include activities in the topic about My New School describing things in the classroom and the school environment and About Me discussing parts of body comprising body, face, arms, and legs. In this stage, the students get the form and meaning of new words from the edutainment software. They hear, see and have experience through movie, reading, listening, vocabulary, grammar, and activities in the computer. Mostly, the teacher acted as facilitator who assisted the students doing the activities in the computer, corrected their pronunciation when they made mistake in it, or helped them to read lengthy words which made some of the students get bored.

In the last stage, the teacher checks students' comprehension to know how well they understand the language they learnt and examine their feedback to know their response toward the lesson. Sometimes some students got bored when they didn't have a turn to do the exercises in computer. They felt disappointed when there were only some of their friends who had a turn to do the exercises in the computer. This happened when the exercise had a few items, so there were only some students had a turn. However, based on all data obtained, the students give positive responses toward the lesson. This can be observed from their attitude that seemed enthusiast do some tasks both in computer and in worksheet, or their manners that happily imitated some actions of the character in the lesson or laughed at funny actions of the cartoon character.

The positive responses were obtained since the *i tutor.net* as edutainment is interesting for young learners and when it is designed in an interesting way it may

take positive responses. Consequently, having positive responses to the media used in this study promotes the students learning through exploration, interactivity, trial and error, and repetition in such a way that students get so lots of fun that they do not realize they are learning at the same time.

Additionally, it seems that the making of the software were carefully created for young learners since it attends to young learners learning characteristics. Those characteristics were learn through the environment, limited attention span, fun learning, learn when kept as a whole, meaningful, and interesting, and learn through repetition. They can be observed in terms of presenting images, animations, sounds, and activities into stages that engage the student's senses and allotting relatively short time, having specific topic, and recycling materials in the lessons.

Finally, *i tutor.net* as the edutainment software in this research provides authentic and meaningful language. The topics about *My New School* and *About Me* discussed in each session are within young language learners' world presented by native speakers. Accordingly, they may be willing to learn word's form, word's meaning, and word's use if the language can be used for here and now.

5.2 Recommendation

This section presents some suggestions offered on the basis of findings of this research that hopefully enhance the practice of teaching vocabulary to young learners especially in primary school.

Since *i tutor.net* as the edutainment software was designed by attending to some young learners' characteristics, the use of it in young learners' classes

especially for schools with computer facilities would be recommended. Because young learners are easily get bored, presenting the edutainment software that offering rich experiences would be fun and enjoyable. Thus, learning English is not monotonous.

The use of single computer in the classroom causes the students queue to do tasks in the computer. Therefore, besides to check students' understanding to the lesson, literacy tasks are necessary to give to the students to avoid boredom when they have to wait their turn or when they do not have a turn.

Although *i tutor.net*, the Singapore designed edutainment software, can be used in our country schools, it is very important to sort out materials which are appropriate to the syllabus of the schools to reach the objectives of the schools that have been decided.

Obviously, teachers' ability in computer technology is needed a lot. They help students in doing some works in computer. Besides, teacher roles are still very important to enrich students' knowledge and help the students when it is needed.

Hopefully there will be a further research to develop edutainment software that can be accessed easily and economical, relevant to the curriculum determined but have a good quality. The government plays a major role in facilitating the research. Hence, many schools can apply it to increase the quality of output of English teaching learning process.