

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusions of the research and suggestions are presented in this chapter. The conclusions are based on the result explanation in Chapter IV.

5.1 Conclusions

As explained before, the purposes of the study are to investigate what types of gestures are used by the teacher, how the teacher realizes the gestures and the reason why the teacher uses gestures when explaining new vocabulary. Besides, this study is aimed to find out difficulties encountered by the students when their teacher uses gestures. Data found in this study support previous research that gestures can be effectively used as teaching aid to teach vocabulary to young learners (Cameron, 2001; Pinter, 2006; Tellier, 2006, 2008). Moreover, gestures usage in teaching vocabulary to young learners can maintain children's words memory for longer time (Goldin-Meadow, 2007; Tellier, 2006, 2008; Roth, 2001).

From the data gained through observation and interview, it was discovered that gestures were used to explain new vocabulary to young learners. The gestures could help the students to understand the meaning of new vocabulary that they learned. Furthermore, the students could retrieve the words in appropriate context which was proven when they made a dialogue. In realizing each gesture, the

teacher did similar movements such as hand movements and facial expressions. Moreover, the gestures can help young learners to maintain their words memory since gestures usage in learning vocabulary creates an interesting and fun learning atmosphere.

In addition, the gestures were used as media to explain difficult vocabulary, to recall words from previous meeting, and to maintain students' word memory. However, when the teacher used gestures to explain new vocabulary, the students found some difficulties in comprehending the words at the beginning. As the implication, the teacher should explain the vocabulary for many times, so that the students can find the meaning in Bahasa.

5.2 Suggestions

Suggestions are directed to English teacher who was involved in this study, English teachers in general and for those who are interested in conducting similar study.

Based on the findings, discussions and the conclusions of research result, there are some suggestions for teacher who was involved in this study. First, the teacher should use gestures followed by some short explanations, so that the students are able catch the meaning of what she is explaining. Second, the teacher should avoid unclear gestures especially in explaining abstract object since the students cannot easily understand an abstract word. Moreover, the teacher will be better to use simple and appropriate movements when explaining new vocabulary so that she should not explain the same word many times.

English teachers in general are suggested to apply gestures in teaching vocabulary to children since gestures are simplest media to be used. Gestures have been subconsciously implemented during teaching learning process but every teacher does not realize it. Additionally, gestures can help students to memorize vocabulary faster since they build strong trace in students short-memory.

The last recommendations are for those who are interested in conducting similar study. The future researchers can conduct the study in formal elementary school by using other methods, i.e. experimental method where the researcher himself plans the learning activities. Furthermore, students from other level also can be involved in this study, i.e. adult students from certain English course or secondary school students.