

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The chapter contains the conclusions and suggestions from the research. The conclusions are formulated from the findings and discussions of the research. Furthermore, the suggestions will be presented for the English teachers and further researchers.

5.1 Conclusions

As explained earlier the purpose of this study is to investigate teacher's strategies in teaching English vocabulary to young learners. The findings from the present study showed that teacher used different types of strategies during her EFL classroom activities. These findings support the previous study conducted by Dewi (2009) and Domoney (1993).

Teaching vocabulary to children who had not been able to read and write independently as not easy job to do. The study was intended to find out teacher's strategies in teaching English vocabulary to young learner's stage at Intensive English Course and the teaching difficulties using descriptive method. The following were the conclusions based on the findings of the research.

Firstly, teaching vocabulary to young learners at Intensive English Course needed more than one methods and strategies considering their peculiarities and needed.

Secondly, there are some strategies suggested by experts for teaching vocabulary to young learners (game, TPR method, song, demonstration, visual scaffolding, drilling, and Questioning for comprehension checking) were adopted by the teacher at Intensive English Course, even though she did not realize using it. This is line with Musthafa (2008), Herrel and Jordan (2004), and Rodgers and Richards (2001), Lang and Evans (2006).

Thirdly, teaching vocabulary using the target language, without any translation into the native one, might make the subject delivered successfully, unlike what some experts worried about. This issue had been proved by the teacher at Intensive English Course who used English in teaching vocabulary to the students. It is related to Direct Method and Communicative Language Teaching (CLT) that proposed by Rodgers and Richards (2001).

Fourth, teaching difficulties might emerge from the teacher herself and the students. These difficulties were problems classroom management, teacher's limited English proficiency, students' learning style, and students' characteristics.

5.2 Suggestions

There are some suggestions that probably can be useful. These suggestions will be divided into main parts; there are suggestions for English teacher who are

concerned in teaching English vocabulary, and for further researchers who are interested in the same fields.

There are several suggestions for some English teacher who are interested teaching English vocabulary especially for young learners. First, teachers are recommended to choose the appropriate strategies based on subjects' goals. Second, teacher has to employ various media as creative as possible for the implementation of teaching English vocabulary.

Therefore, it is necessary for further researcher to identify how the teachers teaching English vocabulary to young learners. First, further research may investigate teaching vocabulary to young learner using the target language by non-native teacher. Second, further research may focus on comparison between using direct and indirect way in teaching English vocabulary. Third, the researcher also recommends .the finding other problems of teaching strategies in teaching English vocabulary to young learners and trying to apply it in the larger sample. To this end, involving more participant and longitudinal research are more recommended to carry out.