

## **CHAPTER V**

### **CONCLUSION**

The last chapter in this study is conclusion and suggestion. It presents some conclusions as well as some suggestions concerning the finding of the study discussed in the previous chapter.

#### **5.1. Conclusion**

This study investigated students of Elementary School in Gresik. They are from SD Muhammadiyah Manyar GKB in the fifth grade. After conducting this research, the researcher concluded that the students acquire the vocabularies at class by asking to the teacher, looking for in dictionary, and making a note. The students when they did not know the writing they asked to the teacher, then they wrote to their note and then they looked for the meaning in dictionary. Although they did not know the writing and the meaning of those vocabularies, they would ask to the teacher or their sister or brother if they did not know the writing, then if they did not know the meaning they would look for the meaning in dictionary, if they did not find the meaning in dictionary, they would ask to the teacher and then they wrote in their note. The teacher also helped them to memorise and acquire the vocabularies, the teacher would ask them anytime about the vocabularies that she had said whether the students still remembered or no, sometimes the teacher used the vocabularies as password before entering the class and beginning teaching and learning activity in the class.

## 5.2. Suggestion

### a. For Students

The first suggestion is for the research's object. As the students who are the beginner to learn English, they should keep their motivation and interest with English. They may not give up to learn English, especially when they acquire and memorise the vocabularies, because vocabularies is one of the important component if they want to have good English. They have to be consistent with their way to acquire and memorise the vocabularies.

### b. For Teacher

After conducting the study, the researcher would like to give suggestion to the teacher to support and motivate the students to make them interest with English, when they acquire and memorise the vocabularies. the teacher should help them if they have the problem and difficult to say, to write and they do not know the meaning of the vocabularies, because it can help them to increase their vocabularies bank. So that the students will get their confidence to explore their English.

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**APPENDIX 1**  
**Interview Sheet of the Student**

**English :**

1. Where do you get the English vocabularies?
2. What are the vocabularies that you get? Name them!
3. Can you make a sentence from those vocabularies? Please make!
4. Do you know the meaning of those vocabularies when you get at the first time?
5. What do you do if you do not know the meaning of the words?
6. Do you have problems when you learn English especially vocabulary?
7. What are the problems when you learn English and get the new vocabularies at the first time?
8. How are the ways you memorise the new vocabularies?
9. Do you get the problems when you read new vocabularies?
10. Do you get the problems when you write new vocabularies?

**Bahasa Indonesia**

1. Dimana kamu mendapatkan kosa kata bahasa Inggris?
2. Apa saja kosa kata tersebut? Sebutkan!
3. Bisakah kamu membuat kalimat dari kosa kata tersebut? Buatlah!
4. Apakah kamu tahu arti kosa kata tersebut ketika kamu memperolehnya pertama kali?
5. Apa yang kamu lakukan jika kamu tidak mengetahui arti kata-kata tersebut?
6. Apakah kamu mempunyai kesulitan ketika mempelajari bahasa Inggris terutama kosa kata bahasa Inggris?
7. Apa saja kesulitan-kesulitan ketika kamu mempelajari bahasa Inggris dan mendapatkan kosa kata baru pertama kali?
8. Bagaimana cara kamu menghafalkan kosa kata baru?
9. Apakah kamu mendapatkan kesulitan dalam membaca kosa kata baru?
10. Apakah kamu mendapatkan kesulitan ketika menulis kosa kata baru?

## APPENDIX 2

### The Result of Interview

#### English :

##### • Student 1

1. From the song.
2. Ox, God, Hare, Immediately, Imitate, Manner, Adverbial.
3. My friend strong like an ox.
4. No.
5. Look for in dictionary.
6. Yes.
7. The lesson is very hard
8. Read many times
9. Yes.
10. Yes

##### • Student 2

1. English movie and Novel.
2. Story board, glad, mean, ash, cauldron, bearer, precious, toast, split up, nasty.
3. I glad to be friend of anyone.
4. Some know but something no.
5. Find in dictionary if there is no ask sister.
6. Little bit
7. Yes, about noun, adverb, and else.
8. Make a note then sometimes read before going bed.
9. Sometimes
10. Sometimes no

##### • Student 3

1. English course and school.
2. Immediately (Immediately), rather (rather), despicable, neither, mobs.
3. Throwing rubbish everywhere is despicable action.
4. No.
5. Look by my self.
6. No.
7. There is no.
8. Write in my notebook.
9. Not too difficult. (Not too difficult)
10. Yes.

**Bahasa Indonesia :****• Murid 1**

1. Dari lagu.
2. Ox, God, Hare, Immediately, Immitate, Manner, Adverbial.
3. Teman ku kuat seperti lembu jantan.
4. Tidak.
5. Mencari dikamus.
6. Iya.
7. Pelajarannya sangat sulit.
8. Membacanya berulang-ulang.
9. Iya.
10. Iya.

**• Murid 2**

1. Film inggris dan novel inggris
2. Story board, glad, mean, ash, cauldron, bearer, precious, toast, split up, nasty.
3. Saya bangga menjadi teman semua orang.
4. Beberapa tahu tapi beberapa tidak.
5. Mencari dikamus apabila tidak ada bertanya kepada saudara.
6. Sedikit
7. Iya seperti noun, adver, dan lain-lain.
8. Membuat catatan kecil kemudian kadang-kadang dicaca sebelum tidur.
9. Kadng-kadang tidak.
10. Iya.

**• Murid 3**

1. Dari kursus bahasa Inggris dan sekolah.
2. Immadiately (Immediately), rether (rather), despicable, neither, mobs.
3. Membuang sampah sembarangan adalah tindakan jahat
4. Tidak
5. Mencari sendiri.
6. Tidak
7. Tidak ad
8. Mencatatnya di notebook
9. Tidak terlalu sulit
10. Iya



**APPENDIX 3**  
**Interview Sheet of the Teacher**

**English :**

1. In your opinion, how are the students's vocabulary skill?
2. Do you meet any difficulties when teaching vocabulary in the classroom?
3. How do you help your students to master their new vocabularies?
4. Do you give your students new vocabularies in every meeting?
5. What problems the students get when they learn English especially in vocabulary?
6. What are your efforts to tell the students the writing of the vocabularies that they do not know?

**Bahasa Indonesia :**

1. Menurut pandangan anda, bagaimana kosa kata bahasa inggris murid-murid?
2. Apakah anda menjumpai kesulitan ketika mengajar kosa kata di kelas?
3. Bagaimana kamu membantu murid-murid anda agar mereka menguasai kosa kata baru?
4. Apakah anda memberi kosa kata baru di setiap meeting?
5. Apa kesulitang-kesulitan murid ketika mereka mempelajari bahasa inggris terutama kosa kata?
6. Apa saja usaha-usaha untuk memberitahu murid-murid tentang cara penulisan kosa kata baru yang mereka peroleh?

## **APPENDIX 4**

### **The Result of Interview**

#### **English :**

1. I think the students' vocabulary skill is quite good.
2. Yes, especially when I should teach them a high level text that they met a lot of new vocabularies that they never use before.
3. I ask them to find out in dictionary or write down on the whiteboard then their friend help to find out the meaning. If they have written the meaning, the teacher check it out. The next meeting day use as paaword before entering the class.
4. Not every day but many times in a week.
5. How they write it down because the pronunciation and writing is different.
6. I spell it to them and ask to write down in book. In other day I ask them anymore to know whether they still remember or no. Sometimes I used those words when talking or explaining the material.

#### **Bahasa Indonesia :**

1. Saya fikir kosa kata murid-murid lumayan bagus.
2. Iyah, terutama ketika saya haruss mengajar text berlevel tinggi yang berisi kosa kata baru yang mereka belum pernah tahu sebelumnya.
3. Saya meminta mereka untuk mencari dikamus atau menulisnya di papan tulis kemudian temen mereka membantu mencari artinya. Jika mereka sudah menulis artinya, guru akan melihatnya. Pertemuan berikutna digunakan sebagai kunci sebelum masuk kelas.
4. Tidak setiap hari tapi setiap waktu setiap minggunya.
5. Bagaimana mereka menulis karena pengucapan dan tulisan itu berbeda.
6. Saya mengejanya dan meminta mereka menulis dibuku tulis. Di lain hari saya akan bertanya kapanpun agar saya tahy apakah mereka masih mengingatnya atau tidak. Kadang saya gunakan kosa kata tersebut untuk berbicara atau menjelaskan materi.

# **APPENDIX 5**

## **Student's Document**

**APPENDIX 6**  
**Surat Keterangan**  
**Kepala Sekolah**

**APPENDIX 7**  
**PERNYATAAN KEASLIAN TULISAN**

Saya yang bertanda tangan dibawah ini:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya saya sendiri; bukan merupakan pengambilalihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Gresik,  
Yang membuat pernyataan,

**Ya'fu Hilatal Abidah**