

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study. The conclusion are based on the results of the study which were discussed in the previous chapter. It is Also presents some sugestion related to the implementation of Gouin series to enhance or improve students' vocabulary at SDN Karangrejo. The suggestion are recommended the English teacher and the next researcher who want to conduct the research area in vocabulary.

5.1 Conclusion

According to the findings and the discussions of the research, there are some conclusions that can be drawn:

1. The implementation of Gouin series in teaching English vocabulary could enhance students' vocabulary. It could help the students not only in the learning process but also in the result of students' scores. The procedure of teaching using Gouin series in the action represented in the lesson plan that could enhance the students' vocabulary are: 1) firstly, teacher prepare the environment or setting supported with props that will be used to teach vocabulary using Gouin series. 2) when the class begin, in opening activity, teacher does the building context to brainstorm the idea of students that are benefit to get closer with the topic. After that, the teaching learning process is divided into two activities. First is presenting Gouin series. Teacher begin to present the Gouin series which are

made before with a series of six to eight relatively short statements that describe a logical sequence or series of actions that takes place in a specific context (related with daily routine activities) using gesture or pantomime and props. It makes students will learn vocabulary or new words more effective if they directly experienced with the word or language chunk by a specific context. They will learn from what they hear and see from the context directly. In the same time, students only watch and listen. Then teacher repeat the series, this time students begin to join the gesture along with the teacher. After that teacher has the students repeat the series and the gesture as well together with the teacher. Finally, teacher has a volunteer to practice the series. The second activity is that teacher follow up the oral practice with some written work or perform individually and independently, so by direct practicing the series individually, students get the real meaning of a word by their own. In this elaboration stage, teacher doing the variation of the exercise to follow up the students. It will be more interesting if teacher give students a reward point or star labelling. The exercise can be a clozeworksheet, fix the jumbled sequence of action and role play. In the closing activity, teacher does the confirmation. The activity is reviewing the lesson about new vocabulary that the students got in a lesson.

2. The students' score showed the improvement of students' vocabulary that focus on the action verbs and express a sentence/language chunk dealing with the students' daily routine activity. The result of pre test was 47,5 meanwhile in the post test, researcher found a big improvement of students vocabulary that was 81,11. It showed that the strategy Gouin series can enhance the students'

vocabulary mastery. Thus, based on the result, she concluded that the action research for the first criteria was success.

3. The implementation of Gouin series in teaching English vocabulary could improve the activeness of students in class. By using visual aid in this Gouin series was props supported with the gesture made students feel funny, enjoy and interesting, that was showed from the result of the atmosphere of the class drawn in observation done by teacher's partner. The teacher partner's observation also showed the presentage of the indicator of success in the observation form. There were several indicators of observation form (see appendix). The result of each indicators would explain the classroom atmosphere condition include student performance. The result of observation scored in the form of percentage that for the first meeting, was 44 % (category:very poor), second meeting was 61% (category:fair), the third meeting was 66%(category:fair) , while the last meeting was 81%. It was showed that the students performance getting more increasing per meeting. There were no more students that talking each other during teaching and learning and they were more enjoy join the class. So it can be concluded that the implementation of Gouin series could make the classroom atmosphere more active and students were more motivated. Thus, the second critera of success was successful.
4. The implementation of Gouin series at Elementary school also could make the students feel happy and fun in learning. The students enjoyed the activities through acting and mimicking the series with props in the several context, they felt that they were playing not studying. So they easy to receive the lesson and get

more vocabulary. by Second, the use of Gouin Series could enhance students' motivation in learning vocabulary.

Last, the teaching of English vocabularies to young learners by using Gouin series method needed repetition in giving the treatments. To improve the students' scores, more than two times of treatment are needed. In addition, the teacher should deliver the game's rule and the other instructions clearly. In this research, those ways helped the teacher to make the process of teaching and learning better. It also built a positive atmosphere in the class.

5.2 Recommendations

Having finished carrying out this research, there are some recommendation that might be useful for the teacher and next researcher regarding to the use of Gouin series.

1. For the Teacher

Based on the difficulties experienced during the implementation of the research using Gouin series, choosing or making simple series of action with creative media (props) and dramatical acting (gesture) so that students can be fully interested in the process of learning new vocabulary. Another recommendation is to use outdoor space in several meetings. Choosing the outdoor for doing some activities in this method can help children to move actively and freely, especially for enrich the real context to introduce the more new vocabulary. Last, the activities should be applied in better preparation. As an alternative teaching method to enhance student vocabulary should match the level of students. Types of vocabulary that is applied should be appropriate. For example, the young learner requires an increase in oral

and productive vocabulary. As for the teenagers and adult vocabulary, improvement is needed on prints form of vocabulary.

2. For the Next Researcher

Gouin series was one of effective strategy to teach vocabulary to English Foreign learners. So, further research is needed in the same field of study in different grade levels of education and areas with various types of students would enrich our understanding of using Gouin series in enhancing students' vocabulary and how it can be applied by both teacher and students in the learning process. It would be better for the next researcher to apply Gouin series to improve the other's English skill: listening, speaking, writing, and reading or even gramatical area.