

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents about conclusion and recommendation. The conclusion tells about the result of this research which have discussed in the previous chapter. Meanwhile, the recommendation tells about the development of English vocabulary material for young learners.

5.1 Conclusion

Returning to the problem statement posed at the beginning of the study, it is now possible to state that this product is developed based on the need analysis that have done by the resercher previously. Yet, the researcher look at the syllabus as the guideline in developing this product. Because the students at fourth grade like audio-visual in learning English especially vocabulary. So that, the researcher made the product by combining colorful cartoon pictures, sounds, video songs and exercise. The exercise is covering multiple choice and matching questions.

The researcher divided the material into three topics. There are food and drink, animals, and clothes. The researcher uses the students textbook and worksheet as her references in creating this product. Then, when the researcher conducts try out to the students at fourth grade, all students felt fun, happy, interested, easy to understand the material, and they become feel want to learn English vocabulary any time. Hence, next time in developing English material should consider with the students needs.

However, When this product use as the supporting media to learn English vocabulary in classroom, there is a weakness that arise such as; when in the middle of teaching and learning activities, suddenly the students mobile rang because there is message or incoming call, then it will distrub the teaching and learning proccess. About the possibility of this kind occur, it will be better if the sim card of all the students should be deactivated during teaching and learning process.

Otherwise, not all the students have mobile technology. But, it does not mean that the students who does not have mobile technology can not enjoy this product to learn English vocabulary. As the researcher states in the previously chapter that this product comes with SWF format. It means that the students also can run this product on their computer or laptop.

5.2 Recommendation

In introducing English vocabulary, most of the teachers preferred to write some English vocabularies on the whiteboard and asked them to read aloud, then copied it, or sometimes, the teacher showed some English vocabularies which already existed in their textbook. The problem was most of young learners did not obay the teacher's commended, and they were enjoyed to play with their friends. Then, when the teacher asked a few vocabularies to young learners, most of them could not answer, and only silent. Meanwhile, today most of their time were spent to play with their mobile technology rather than learn English vocabulary.

Based on the result above, the researcher provided recommendation to the English teacher and students if this product was suitable for the young learners aged 9-10 years old or categorized as the students of fourth grade.

First, for the teacher, this product could be used as a supporting learning media for the young learners when they learned English vocabulary except from their worksheet and textbook. Second, for the students, It would be interested learning English vocabulary media, they were still could play with their beloved mobile technology while they were learning English vocabulary. So that, it could increase their motivation to learn English, especially English vocabulary. In addition, the researcher also gave advice to other researchers, in order to develop this product with other skills may be more complex which included fourth English language skills into classroom action research to determine the effects of the implementation of the product.