

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter puts forward about the conclusions and recommendations. They are developed on the basis of research findings during the activity of teaching and learning in the classroom and the result of students' questionnaire.

5.1. Conclusions

In conjunction with the research finding and the interpretation at the previous chapter, then the conclusions of this study are related to the limitation of research problems. They are the reasons proposed by English teacher of the first year students in applying a variety of techniques, particularly the teaching of vocabulary, students' efforts in enriching their competence on learning vocabulary, and the main problems encountered by students relating to the learning of vocabulary.

Based on the class-observation by using TALOS and COLT schemes and the result of students' questionnaire, it can be concluded that the English teacher who taught at both classes tended to apply the techniques and the activities, namely; *a) reading a text; b) getting the students to repeat it; c) pointing out the difficult words or keywords; d) giving the definition of a word; e) explaining the synonyms or antonyms; f) asking the students to translate a word or a sentence, and g) getting the students to propose some questions relating to the subject learnt.*

Among these techniques and activities, it seemed that the English teacher often pointed out *the difficult words and got the students to translate a word or a sentence*. Of course, it is also supported with the students' questionnaire, particularly their response on teaching-learning activities.

From the result of students' questionnaire on the number of item 6 for the class 1.4. showed that the rate score is around 2.8. It can be categorized into medium. Means, the English teacher often applied some techniques in teaching vocabulary. Like that class, rate score for the class 1.5 at the same item got 2.9. Then it can also be regarded as in medium. In essence, the English teacher often employed a variety of the techniques of teaching vocabulary.

Besides, the rate score of item number 7 and 8 at both classes are considered as in high. For class 1.4, the rate score of item number 7 is 3.0 and 3.9 for item number 8. Meanwhile, for class 1.5, the rate score of item number 7 is 2.9 and 3.9 for the item number 8. Briefly, the English teacher always pointed out the difficult words or keywords and made the students translate a word or a sentence.

Based on the observation during teaching-learning activity and the result of students' questionnaire, it can be concluded that there is a tendency of the English teacher to apply the techniques and activities as follows:

1. Pointing out the difficult-words or keywords.
2. Asking the students to translate a word or a sentence.
3. Making the students to find out the synonyms or antonyms.

From those points above, it may be sentenced that there are some reasons for the English teacher employing the techniques and activities like those, among are:

Firstly, the basic knowledge of students in English is still poor. This idea, of course, is also supported with the student' questionnaire. As the first description that the rate scores of item number 2 is classified into low at the both classes. In a short run, the students never interact with both their classmates and their English teacher. In addition, the English teacher (as stated in interview) seldom communicated with his students in English since most of them cannot understand what he said/

Secondly, the length of time limited. As we known that the time provided for SMU in teaching-learning activity is around four hours in a week in which an hour is just allocated in 45 minutes. Therefore, it is impossible for the English teacher to cover the techniques of teaching vocabulary in details.

Finally, the demand of the curriculum that should be able to covered by English teacher on time. Based on the coverage of the 1994 English curriculum that they should be able to implement the four language skills, including the language components, such as vocabulary, grammar, pronunciation or spelling. On other hands, the English teacher did not only teach the language components as mentioned before, but he must also be able to implement the other language skill. Nevertheless, the demand of the curriculum may become a burden to the English teacher that he had some troubles to implement the four language skills in more details.

5.2. Recommendations

From the conclusion presented above, the researcher would like to recommend some points regarding the teaching of vocabulary to the teachers of English, especially at SMU DWI WARNA MEDAN and other schools in general.

For English teachers who teach at the first year students, the researcher is going to recommend the wide number of points as bellows:

- a. Before beginning to teach the vocabulary, the English teachers should provide some review of vocabulary knowledge (nouns, verbs, or adjectives) that they had not deeply mastered. This is given as a warming up and to help the students who do not have an adequate knowledge of vocabulary. In a short run, the techniques of teaching vocabulary applied by the English teacher should be paying attention the students' knowledge background.
- b. The English teacher should be able to encourage the students' motivation and attitude especially in learning vocabulary and in learning English generally. A positive attitude is the most essential of all factors associated with learning. It will, of course, produce positive results and make the students more enjoy their work or task. Encouraging the students' motivation in learning vocabulary may be conducted through pictures, games, quiz, puzzle, or simulation.
- c. The English teacher should be able to get a preview of any reading material and ask the students to keep in mind the information they have received during the preview. The information could be the difficult-word, synonyms, or definition of a word in line with the topic presented.

- d. The English teacher should provide some opportunities with the students to propose a variety of questions in relation to the comprehension of a word, a sentence, a phrase or a text that they do not understand.
- e. For other writers or researchers, he suggests that they are able to get an appropriate formula for applying a wide number of teaching vocabulary techniques, especially for the first year students at SMU.

