

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the analysis, some conclusions were stated as the following explanations in order to conclude about the types of problem faced by the teachers, the ways in using the Letterland strategies, and the reasons in using the Letterland strategies in teaching English vocabulary to young learners:

1. The types of problem faced by the teachers while using the Letterland strategies in teaching English vocabulary to young learners were an external disturbance, and an internal disturbance. It was found only two types of problem from seven problems based on the theory that faced by the teachers. So, it could be concluded that the Letterland strategies are good for the young learners. Then, For the problem an external disturbance, it was found that MD got the highest percentage from the others. She got 66.67%, followed by MC that got 40%, MM got 33.33%, and MA got 0% for the problem. For the problem an internal disturbance, MM got the highest percentage of the others. She got 66.67%, followed by MC that got 60%, MD got 33.33%, and MA got 0% for the type of problem. Furthermore, from the two types of problem that found from all the teachers, an internal disturbance was the higher percentage (54.55%) compared than an external disturbance (45.45%).
2. It was found only four strategies from the nine Letterland strategies based on the theory, used by all teachers while they were teaching to their students.

They were the sounds trick, the capital letter trick, the character names trick, and the action trick. Then, for the the alliteration trick, the rollercoaster trick, the slow-speak trick, the rhyming words trick, and the syllable trick couldn't be found because actually the teachers would use the strategies for the higher level such as Kindergarten that students aged five to six years old. It was because they considered about their students' level of comprehension.

Then, there were some ways used by all the teachers in teaching English vocabulary to young learners by implementing the Letterland strategies. First, introducing the character's name of the letter that be learnt on the day. Second, sounding the letter and asked them to follow how to sound it. Third, doing action based on the letter. Fourth, explaining the capital letter to them. Finally, the teachers introduced the English vocabulary by saying the character's name of the first letter of the English vocabulary, sounded the first letter and read the vocabulary, and in the same time did the action that represented the letter that they learnt on the day. The teachers repeated the ways in some times until the young learners understand the English vocabulary well.

Furthermore, MA got the highest percentage for the sounds trick strategy. It was 80.64%, followed by MM that got 76.43%, MC got 47.06%, and MD got 29.03%. For the capital letter trick strategy, it could be found only from MM that got 0.71%. Then, for MC, MD, and MA got 0% because they didn't use it while they were teaching. Next, MD got the highest percentage for using the character names trick strategy rather than the others.

She got 67.74%, followed by MC that got 49.58%, MM got 22.86%, and MA got 18.28%. For the action trick strategy, MC got the highest percentage that was 3.36%, followed by MD that got 3.23%, MA got 1.08%, and MM got 0%. Moreover, it could be concluded that the highest percentage of the Letterland strategies that found from all the teachers was the sounds trick strategy (64.49%), followed by the character names trick (33.68%), the action trick (1.57%), and the capital letter trick (0.26%). Next, there are some techniques that can be used to teach vocabulary in using Letterland strategies to young learners. They are visual technique (e.g. showing flashcards, drawings, realia/objects themselves, or gesture), verbal technique (e.g. giving illustrations, synonymy, definition, opposites, or examples), and translation.

3. It was found only two reasons from the three reasons of using the Letterland strategies by all the teachers. They were alphabet sounds made easy, and learning with all the senses. These reasons that made all the teachers used the Letterland strategies in teaching English vocabulary to young learners. The sounds of each letter really help teachers to introduce English vocabulary easily because young learners like repeated sounds. Then, all the activities in the strategies will link to all the senses. This is so good to young learners. The reason recall routes for diagraphs and spelling patterns couldn't be found from the data analysis because actually it could be stated from the teachers who teach young learners aged five to six years old for the higher level such as, Kindergarten level, and the data came from the teachers who taught three and four years old students in the level Nursery which they still learnt the

single letter. For the reason alphabet sounds made easy, MC and MD got the same percentage and also the highest percentage that was 33.33%, followed by MM that got 22.22%, and MA got 0%. Then, for the reason learning with all the senses, MA got the highest percentage that was 100%, followed by MM that got 77.78%, MC and MD got 66.67%. Furthermore, from all the teachers, it was found that the reason learning with all the senses was the higher percentage (75%) compared than alphabet sounds made easy (25%).

5.2 Suggestions

Based on the conclusions given, there were some suggestions that described as the following explanations:

1. a. For educational field:

- 1) The teachers are suggested to be able to handle their students during the teaching learning process. They have to be creative and get a lot of ideas to make their students can focus on them during the teaching learning process. They should be able to solve the happening problem as soon as possible, then they continue the lesson directly at the time. So, it can be minimized the problems that they faced while they are teaching the English vocabulary to the young learners. Next, they also need to manage their time. They should think to not waste the time when solving the problem. They have to manage time effectively. So, it hoped the goals of the lesson can be achieved at the time.

2) School management has to check their facilities regularly that usually used by the teachers. So, it will not be found anymore if one of the facilities doesn't work when the teachers are using it in the teaching learning process.

2. a. For educational field:

1) It is suggested to all teachers to teach the young learners powerfully, cheerfully, and enjoyably. They have to put away their problems from home or others. They need to think to always put their smiles on their faces while facing their students. Then, teachers need to improve their comprehension of the lesson. They should know about all the Letterland strategies. It hoped, no one of teachers that use a few of the Letterland strategies. They have to master all the lessons and the materials before teaching. Furthermore, teachers need to provide some pictures of vocabulary that started with the letter that they learnt on the day. They need to choose the vocabulary that contains of one syllable. So, it will be easy for the young learners to learn the new vocabulary. Then, for Nursery 2 (four years old), teachers need to provide the written words under pictures that they have prepared. For the first letter of the vocabulary, it needed to make it with red color and bold it. So, it helps students to notice about what letter that they learnt on the day and will feel easy to memorize and identify it. As a good teacher, it must be well prepared and well organized in teaching their students. Moreover, the teachers should remember to always give appreciating words to the one

who has answered their questions, sharing or giving their ideas during the teaching learning process. So, they will feel happy and appreciated by their teachers which finally will make them become more enthusiastic in learning, and be better and best. In teaching learning process, replying to the students' responses well will make the class situation unbored although sometimes their answers or ideas out of the lesson. For teachers, they have to manage time carefully to avoid wasting time. Continuing the lesson as soon as possible after responding them. Then, reviewing before ending the lesson in the closure time is important to ensure that the goals of the lesson can be achieved at the time. Giving a reward is worth to young learners to attract their attention in learning something. A simple reward that can be used as an idea for teachers is letting them watch a video, singing their favorite song, telling a story, or doing their favorite activity for a while. Last but not least, the teachers should pray together with their students before the teaching learning process started and ending the lesson. So, the young learners also can learn about moral value by praying to God to make them be a good children start from their young age.

- 2) School management needs to give training to new teachers as many as possible. So, they can master and use the Letterland strategies effectively.
 - b. For further reseachers, it is suggested to do research in other levels and other aspects that discusses about the Letterland strategies. Then, they can

ask teachers to use more or all the Letterland strategies to find the new findings. So, it can be compared with the other related research about it.

3. a. For educational field:

1) It is suggested to all teachers to prepare the best learning materials for their students based on their level of comprehension, and focus on the goals of the lesson that they learnt. Then, the important thing is teachers need to provide the activities that have multi-sensory based learning in using the Letterland strategies while teaching them. So, they can hear, see, do, and touch it at the same time.

2) School management have to consider to always provide complete materials for teachers. So, when they will make some activities, they can find the materials easily at school.

b. For readers, it is suggested to find the other related research about using Letterland strategies in teaching English vocabulary to young learners. So, it can enrich their knowledge about how to treat children in order to make them feel fun, enjoy, and feel interested in learning something.



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