

CHAPTER V  
CONCLUSION AND  
SUGGESTION

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### CONCLUSION AND SUGGESTION

The last chapter of this study presents the conclusion and suggestion. The conclusion contains the summary of the study being discussed, while the suggestion contains some suggested ideas concerning with the teaching of vocabulary through poems that may be useful for the English teachers especially those who always deal with the teaching English for children.

#### **5.1. Conclusion**

This study aims to answer the problem “Do the students who are taught by means of poems have better vocabulary achievement than those who are taught using list of words?”

Poem was used as the stimuli in this study because it introduces an atmosphere of gaiety, fun and informality in the classroom, which create far more conducive environment for language learning. Poems also permit maximum participation of all the students in that the whole class can recite the poems together. Besides that, poems have the necessary elements that can be used in learning a language such as; repetitions, single words, phrases or clauses and rhymes. A short and uncompleted poem provides an ideal medium for pronunciation, vocabulary, particular structure, and even writing practice.

Learning vocabulary through poems gives both the teacher and the students chance to manipulate words into action, which can help them to assimilate words being taught into the concrete actions or materials. The teachers can also focus on encouraging students to use more “adventurous” vocabularies. By having the students work in pairs or groups by adding a word or a line to what has done before, writing poetry can easily be converted into an enjoyable writing or oral exercises. So by the end of the lesson, they will have changed their tune or at least written optimistic new lyrics using the words being known. Moreover, pride and confidence can be observed from the students who can finish their work well.

In order to prove whether the use of poems can help the students in vocabularies achievement, the writer conducted the research in the two classes of the third grade students at Santa Theresa 2 Catholic Elementary school. After the experiment, the writer gave the post-test to these two classes. The first class was experimental group which was taught by means of poems and the second one was control group taught using list of words. Having analyzed the result of the test, the writer found out that the students who were taught using poems got better scores than those who were not. The result of this study showed that at 0,05 level of significance the t-table was 1,9886 and the t-calculation was 2,495. Statistical analysis proved that the mean difference of these two groups was significant at the .05 level of significance, thus the alternative hypothesis ( $H_a$ ) was accepted.

On the basis of these findings, it can be concluded that the use of poems in teaching vocabulary to children give them better achievement than those who are taught using list of words.

## 5.2. Suggestions

The writer thinks that this topic is interesting and nice to be observed because it involves with enhancing teaching technique that makes studying become more fun and enjoyable. Therefore, the writer hopes the next researchers can investigate this topic in more details. For example, they can observe about the use of poems in teaching pronunciation, writing practice, particular grammar, etc.

To make this technique runs smoothly, the teacher should memorize the poems. Usually, the poems for children are short and simple, so they can be memorized easily. It's better if the poems can be demonstrated with the body motions. If the teacher gets confused with the motion, he can discuss it with the students before presenting the poems.

Besides that, teacher and students should repeat the poems being taught several times until the students are able to recite and act it fairly well. Then, they may change certain words into the alternative ones and repeat it a few more times. By the end of the meeting, the teacher can observe that his students have learned and memorized a number of English vocabularies.

As the variation in presenting the poems, they may follow these forms:

1. Class participation

The whole class are asked to read and act the poems together. The advantage for this is that the students do not feel shy to recite and act the poems. The slow learners can also participate actively by imitating the others. However, this form also has weaknesses such as some students may not join in or may just open their mouths without producing any sounds.

2. Group participation : Students can be divided into groups of four or five. Then they can present the poems in turn.

3. Pair participation : This is more challenging since the teacher can observe who is active and who is not.

4. Individual : The students who are active can be asked to do the action while the others read the poems. To make it easier the teacher can start first.

After presenting a poem a few times, the teacher can evaluate what they learned through poems. Here are two examples of the activities:

1. Filling the blanks. This activity is very useful in focusing the students attention on certain intended vocabularies. It can also be done by completing the ending words which are limerick to each other. They can do this activity in groups or individually.

2. Rewriting the poems. Teacher asks the students to rewrite the poems using the words being taught or using their own words. Students can work in pairs or individually for this activity.

Finally, the writer believes that providing an effective teaching and learning materials is a process without an end. Teachers are capable of extraordinary achievements in learning. So, I would be happy if this simple study helps the teachers of young English learners to vary their materials in teaching in order to reduce the monotonous and joyless classroom situations.

And, last but not least, the writer hopes that the topic being presented will be an interesting topic to be analyzed in the future research and giving an input for English teachers especially those who enjoy teaching children. They deserve it.

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