

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of conclusion and suggestion.

5.1 Conclusion

The researcher had done the observations in two meetings. The purposes of observation were to know the stages in teaching vocabulary based on Cross (1991), the types of flashcard based on Scott (1990), and the flashcard used by the teacher based on Edwards (2006). In the first observation, the teacher completed three stages, those were: presentation, practice and production. For the types of flashcard, the teacher used picture cards, word cards, and card games. One side card without the answer or name of picture was used in the first observation.

In the second observation, the teacher had done just two stages, those were: presentation and practice. For the types of flashcard, the teacher used picture cards and word cards. One side card and two side cards were used in the second observation.

From the finding of the questionnaires, it can be concluded that most of the students had good perception on the use of flashcard in teaching vocabulary because in the first questionnaire the result from all of five questions were more

than 75% . It means that more than most of students were strongly agreed about five statements in the first questionnaire which was indicated students' perception.

From the second questionnaire, more than half of students had perception that they were interested more in the lesson when flashcard was used as the media in teaching vocabulary. Actually, the results from the first and second questionnaire about the students were interested more in the lesson when flashcard used in teaching vocabulary was the same. There were 21 students who said so. Yet, the percentages were different because of the formula which used to analyze the first and second questionnaire were different as well.

Based on teacher's interview, the teacher said that the students felt interested during teaching and learning vocabulary by using flashcard. They had high motivation and could be easier to understand and remember new vocabularies as well. The teacher could catch their attention by using picture cards, card games, and word cards.

According to the result from students' questionnaire and teacher's interview, it can be concluded that students and teacher had same perception on the use of flashcard in teaching vocabulary. The same perception was the students was more interested in the lesson, could be more focus, had high motivation, easier to understand new vocabularies, easier to implement new vocabularies when flashcard was used as the media in teaching vocabulary. Therefore, flashcard is appropriate and useful to be used as the media in teaching vocabulary.

5.2 Suggestions

Based on the result of the study and conclusion, the researcher would like to suggest as follows:

1. To the teacher

The teacher can often use flashcard as the media in teaching vocabulary because it is proven that they were very interesting. Yet, the teacher should provide various words in order to avoid students' boredom in the class. Not only various words, but also the teacher should give various activities by using picture cards, card games or word cards to make them more interested in the lesson. They will not feel that the lesson is too monotonous because of those various activities that given by the teacher. The teacher also ask the students to study English continually to make them more understand in English especially in vocabulary.

2. To the future researcher

The result of this study showed most of the students had good perception on the use of flashcard in teaching vocabulary. Therefore, the researcher would like to suggest future researcher that the result of the study can be use as additional reference for further research with the different sample and occasions.