

CHAPTER 5

CONCLUSSIONS AND SUGGESTIONS

In this chapter, the researcher presented the conclusions of this study, suggestion for the next researcher, and limitations of the research.

5.1 CONCLUSIONS

In this chapter, the researcher tries to elaborate on the findings and existing studies from the interview data. The common challenges faced by the teacher in teaching English vocabulary to young learners in METTA English course are student short attention, and make a noise along the teaching process. And the strategies used by the teacher is using games, using drilling, using songs, using translate (review film), and using international integrated book as a media in teaching. By using these strategies, teachers can design engaging and diverse activities to make the learning process enjoyable for young learners. Since young learners are naturally drawn to varied and interactive tasks, this approach helps sustain their interest and enthusiasm. Moreover, it is essential for teachers to tailor these strategies to the students' unique needs and the classroom dynamics. Each students has their own characteristics, and different strategies may work better for different students. By considering these individual differences, teachers can create a more effective and inclusive learning environment.

5.2 SUGGESTIONS

To conclude this research, the researcher offers several suggestions for new teachers aiming to teach English vocabulary to young learners. They are listed below:

1. To be a teacher is important to take a subject TEYL before teaching English to young learners, because teaching young learners is different from adults, the teachers should have theory and experience before teaching and be a real teacher and understand the meaning of “teaching”.
2. To be a teacher it is important to have many strategies in teaching process, to make fun class, and more activities to make students do not bored in teaching process.
3. In teaching English to young learners are important to use media like Tv, laptop, audio, and etc, because it is supporting them in learning process and young learners are visualized, that is they learn from what they see.

5.1.3 LIMITATION OF THE RESEARCH

This study has several limitations that should be considered when interpreting the results. First, the sample size was relatively small, consisting of only 1 participants from one private English course in Jambi city at METTA English course . As a result, the findings may not be generalizable to a larger population or to students from different regions with varying demographic characteristics. And second, the study relied heavily on qualitative methods, which may limit the objectivity of the findings. While qualitative data offers depth and context, it can also introduce subjectivity in analysis. Finally, the study did not account for external factors such as students' home environment or prior language proficiency, which could have influenced their vocabulary acquisition outside of the classroom setting. Future research should consider a larger, more diverse sample and explore these variables to offer a more comprehensive understanding of the factors that contribute to vocabulary learning.