

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides conclusions from this research. In addition, it also presents suggestions for further research, such as the analysis of this study. There are two parts to this chapter. The first part describes a summary of the findings in this research, namely, English verbs acquisition by the third-grade students while online school and the verbs obtained by third-grade students during online schooling. Then, the second part provides recommendations for further research, including research objects and approaches that can be used held.

5.1 CONCLUSIONS

This study discusses the mastery of English verbs in third-grade students of Sabilul Huda Islamic Primary School while online schools. Based on the data analysis, there are a total of fifteen words included in English verbs. The researcher also analyzed how third-grade students acquire these English words when online schooling by applying the acquisition-learning hypothesis of the second language acquisition theory by Krashen (1982). Then, the conclusion is as follows.

- 1) The third-grade student have obtained several English verbs in two semesters during online learning of English; the researcher got 31 words of English verbs obtained by third-grade students. The number of English verbs acquired by third-grade students are thirteen verbs. Some kinds of verbs dominate while third-grade students acquire verbs during online schools. Dominated verbs are eight transitive verbs, three intransitive verbs, and two phrasal verbs. The number of fifteen verbs obtained by third-grade students in nine times of online English learning is sufficient, considering that third-grade students do not learn much about English verbs in particular. In contrast, third-grade students are expected to learn a lot of vocabulary.
- 2) The third-grade students at Sabilul Huda Islamic Primary School acquire English verbs through Krashen's theory, namely the Acquisition-Learning system hypothesis. In this study, students get their second language during online learning, from English assignments in books, communication, or

teacher instructions to students using English, as well as when the researcher interviewed students. Students learn English which the teacher explains according to the lessons given, and most of their English books are based on the school's curriculum. From the English lesson, there are several English verbs that these students learn. In this learning system, researchers also interviewed students with general English questions.

5.2 SUGGESTIONS

Based on the research, the researcher proposed several suggestions related to the same topic with this research:

1) For teachers

In online learning, English teachers must explore much knowledge about online learning as good as possible. Teachers who actively interact with students using English can create an interactive classroom environment. Students must understand the material presented by the teacher. The right learning system and suitable media to accommodate the online learning process are highly recommended. These things can make it easier for students to acquire a second language.

2) For other researchers

In this study, the researcher discusses the mastery of the second language of third-grade students' English verbs. The researcher suggests that those who want to do similar research should make a broader analysis of second language acquisition, with more object levels.