CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes some conclusions of this research based on the results and discussions in the Chapter IV. Besides describing some conclusions, some of suggestions related to the findings are also proposed.

5. 1 Conclusions

This research focused on how EFL students acquire children's English vocabulary. This research was conducted in a third-grade class at SD Al Irsyad 2 Cilacap. Below are a few findings that could be taken from the research analysis in the preceding chapter:

From the material on the textbook such as about abilities, places, and things on the farm, the students acquired some types of vocabularies. Those vocabularies are verb, noun, place of prepotition, and demonstrative. From the abilities material, the students acquired more on *verb*. On the place material, the students acquire vocabulary more on *place of preposition and noun*. From the things on the farm material, the students acquire vocabulary more on demonstrative and noun.

English vocabulary acquisition process in SD Al Irsyad 2 Cilacap was done by the help of the teacher through the classroom activities and the exercises. The teacher helped the students acquire words in the classroom and used basic language to make the school material simpler to comprehend. SD Al Irsyad 2 Cilacap also uses the Basic English textbook which focuses on the students' vocabulary improvement. The book contains list of vocabulary, the students exercises, and the main topic of learning material with such easy words. The school has an English extraculicular which is held once a week, but the program is temporarily suspended because of the pandemic situation. So that, the students only

acquired English vocabulary during the English learning process in the classroom.

The third grade class B in SD Al Irsyad 2 Cilacap experienced difficulties almost on four kinds of language skills, reading, listening, writing, and speaking skill. On listening, the students experienced difficulties while they were listening to what the teacher said. The students could not understand the teacher's instruction, because the students did not get to listen or practice English conversation. On speaking, the students experienced difficulties on pronunciation and the students also had less confidence, if they were asked to speak directly in the class. On reading, the students experienced difficulties about the meaning of the vocabulary and the pronunciation different from the written form. On writing, the students experienced difficulties on how to write some vocabularies, because the pronunciation and the written form of some vocabularies are different, so that the students still had some mistakes in writing words.

In conclusion, the students acquire new vocabulary in the classroom from listening to what the teacher says, listening to English songs, reading English book, and trying to imitate when the students listening to the teacher. There is also the reinforcement process by doing exercise, simple conversation, and speaking test to know the students pronunciation. The students experienced difficulties because they do not feel common with English, because of the less conversation of using English. So that language acquisition process is a little bit difficult to obtain with less natural classroom condition.

5. 2 Suggestion

From the conclusions above, there are several suggestions to be proposed as follows:

1. For Students

The teaching and learning process should encourage the students actively, and students should practice more in the classroom or outside the class or students' home.

2. For The Teachers

The teachers should improve or use an interesting technique to encourage the students so that the students can be more motivated in learning and acquire English words naturally. Since the students are EFL young learners, the teachers also should make the class situation as natural as possible so that the students can acquire the vocabulary easily.

3. For Other Researchers

For the coming researchers who are interested to do a research in language acquisition especially EFL learners or young learnenrs, the researcher hopes that they could make a better improvement on language acquisition of any aspect of English skill.