

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and the recommendation of the research. The conclusions are drawn based on the data analysis discussed in Chapter Four of this research. The researcher also offers some recommendations for the teachers as well as some information and guidance for other researchers who might be interested in conducting further research on the same topic.

5.1 Conclusion

This research aims at exploring more about the application of MI Approach in teaching English vocabulary to young learners. In this research, the researcher focuses on two research questions, which are knowing the Multiple Intelligences of the young learners at B1 Class X Kindergarten in Bandung and finding the young learners' responses towards the application of MI Approach in teaching English vocabulary.

The result of this research is in line with both of the previous studies. Based on the result of the research, it is shown that the application of MI Approach in

teaching English vocabulary to young learners is one of the effective ways to make the young learners understand the materials easily. This is similar to the result of the researches entitled “Effectiveness of Multiple Intelligence Based Teaching in Teaching English for Primary School Students” (2009) and “The Implementation of Multiple Intelligences on the Process of Teaching and Learning English (A Case Study on Fourth Grade Students of SD Kristen 3 Klaten in the Academic Year of 2012/2013)” (2013), which find that the scores of the experimental group using MI is higher than the scores of the control group. This means that the previous studies find the application of Multiple Intelligence Approach an effective way in teaching English.

From this research, I learn that being an English teacher for young learners is not an easy job. In order to make the learners interested in learning the materials, an English teacher should be able to vary both the teaching strategies and the activities. If the teachers can vary the teaching strategies and the activities, the young learners will not get bored with the lessons.

5.2 Recommendation

According to the result of this observation, the researcher offers some recommendations regarding the application of Multiple Intelligence Approach in teaching English vocabulary to young learners. The recommendations are addressed to the English teachers, learners, and future researchers.

First, for English teachers in kindergarten level, the most important part in teaching a foreign language is to teach the vocabulary or the meaning of the words. Teachers should also teach learners about how to use the words in context so that

young learners will be able to use the words in appropriate ways. Then, as young learners have a short attention span, it is also important for the teachers to vary the activities so that the young learners will enjoy the lessons. Teachers should understand as well that every learner is unique and has their own combination of intelligences, so it will be better for the teachers not to generalize the learners based on one intelligence.

Second, learners are suggested to take parts actively in the teaching and learning process so that they will be able to understand the lessons better. Learners are also expected to be more excited in learning English so that they can enrich their English vocabulary.

Third, future researchers can do further researches on the application of Multiple Intelligence Approach in the teaching and learning process. Future researchers are suggested to observe more about the difficulties in applying the MI Approach. If it is possible, the future researchers can also use control and experimental participants in future research. Lastly, the researcher hopes that this particular research can be one of the references for the future researchers who would like to conduct further research on the application of MI Approach in teaching English vocabulary.