CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the discussion in Chapter IV, this study concludes that the use of flashcards contributed positively to the teaching and learning of English vocabulary for young learners in the three elementary schools: SDI Nunbaun Delha, SD Advent Kupang, and SD Fatufeto 1. This conclusion is drawn from both students' questionnaire responses and teachers' interview results, which were considered equally important sources of data in this study.

From the students' perspective, flashcards supported vocabulary learning by increasing engagement, motivation, and confidence during English lessons. The visual nature of flashcards helped students understand word meanings more easily and encouraged active participation in classroom activities.

From the teachers' perspective, flashcards were perceived as effective and practical teaching media for young learners. Teachers emphasized that flashcards helped them introduce new vocabulary more clearly, manage classroom interaction more effectively, and maintain students' attention during the learning process. Flashcards were also viewed as flexible tools that could be adapted to different teaching strategies and classroom conditions.

The integration of students' and teachers' responses indicates that flashcards not only supported students' vocabulary development but also assisted teachers in creating interactive and meaningful learning environments. Although variations in

responses were found across schools, these differences reflect contextual factors rather than limitations of flashcards as a teaching medium.

Overall, this study concludes that flashcards are an appropriate and effective medium for enhancing English vocabulary learning at the elementary school level, as supported equally by both students' and teachers' responses.

5.2 Suggestions

Based on the conclusions above, the writer offers several suggestions to enhance the teaching and learning of English vocabulary:

5.2.1 For English Teachers

English teachers are encouraged to continue using flashcards as a supporting medium in teaching English vocabulary to young learners. Teachers are advised to integrate flashcards with interactive teaching strategies, such as games, repetition activities, group work, and question-and-answer sessions, to maximize students' engagement and participation.

Teachers should also consider students' learning characteristics when using flashcards. Adapting the design, content, and implementation of flashcards to students' levels and classroom contexts may enhance the effectiveness of vocabulary learning. In addition, teachers are encouraged to reflect on their teaching practices and explore creative ways to use flashcards to support meaningful learning experiences.

5.2.2 For the Students

Students are encouraged to actively participate in English vocabulary learning activities when flashcards are used in the classroom. Active

involvement, such as responding to questions, participating in games, and practicing new vocabulary, may help students improve their understanding and retention of English words.

Students are also encouraged to develop positive learning attitudes toward English by paying attention during lessons and practicing vocabulary outside the classroom. Using flashcards as a learning aid at home, either individually or with peers, may further support vocabulary development and confidence in using English.

5.2.3 For Future Researchers

Future researchers are encouraged to conduct further studies related to the use of flashcards in English language learning. Future studies may involve a larger number of participants, different educational levels, or alternative research designs to gain deeper insights into the effectiveness of flashcards.

Additionally, future research may explore the use of flashcards in developing other language skills, such as pronunciation, spelling, speaking, or listening skills. Comparative studies involving flashcards and other instructional media may also provide valuable contributions to English language teaching research.