CHAPTER V

DISCUSSION AND SUGGESTION

In this chapter, which is the last chapter in this Research and Development, it is discussed about the discussion of the revised product and suggestion of implementing the product.

A. Dicussion of the Revised Product

This Research and Development was conducted because of the impact of the Europe and ASEAN situation, which are implemented English as the international language and working language, that made a serious issue in learning and acquiring English in such a young age of children. As it is known that, in Indonesia, English for young learners are just a local subject that becomes a scaffolding or an introduction to young learners in learning English, includes ABA Pelangi Inclusive School. Besides that, it is also found that most of the materials that are introduced to young learners are vocabulary. However, the obstacles that happened is they do not have any proper media in teaching English, like a set of English Vocabulary Picture Cards to improve the pupils' recognition and memorization in learning vocabulary.

This Research and Development was conducted by using Reeves model that had been modified a little. In needs analysis and situation analysis that was conducted for the users of English Vocabulary Picture Cards, the pupils and the teachers of ABA Pelangi Inclusive School, it is found that both of the teachers and the pupils have high spirit in learning and acquiring English, but they lacks of materials in teaching and learning English properly. So, they need a media that

include picture and simple word, like English Vocabulary Picture Cards which appropriate with their needs' and wants', such as:

1. They have colourful paper colours.

2. They have attractive and eye-catching pictures that are surrounding them or they have known them well.

3. They have a lot of themes that consist of a lot of topics that they love and appropriate with their curriculum and lesson plans in the school.

4. They have simple design and easy to understand, with a proper picture's label in it.

5. They are flexible to their activities in the classroom, so that they can use them all the time.

6. They have big or medium size, so that they can use them for group activities and whole class activities.

7. They have a simple descriptive text with its translation in order to help the teachers in teaching and learning English to their pupils and also develop their English acquisition and knowledge.

8. They have the complexity of the descriptive text are easy and medium.

9. They have some colours in some words in descriptive text that match with its translation.

10. They can attract their pupils and might longer their concentration spantime.

In developing English Vocabulary Picture Cards, it was also noticed the criteria that had already state above. As the result or specification that are stated, the developing of English Vocabulary Picture Cards was done. English Vocabulary Picture Cards are a set of colourful vocabulary cards with attractive and eye-

catching pictures and proper picture's label for the pupils, and have description text and its translation that can help the teacher in teaching and learning English and develop their English and knowledge. Because, English Vocabulary Picture Cards were developed in order to attract the pupils to learn English more, some themes with several topics that they love are available for them. The themes and topics that are available are animals theme: cat, rabbit, giraffe, tiger, elephant; plants theme: rose, sunflower, jasmine, orchid, tulips; transportations theme: bus, car, train, bike, motorcycle; and occupations theme: teacher, doctor, soldier, farmer, policeman. So that, the total amount of the cards are 20 card pieces which differed into four themes that consist of 5 cards for each theme, and printed in BC Paper and laminated. All of the cards can be used along with the classroom activities and toys for the pupils.

In validation of the product to the experts, the validation was conducted twice with the lecturer, but the valid one is the second one, and validation with the teachers was only done once. From the lecturer the percentage in validation of media is 77.5%, and for validation content worthiness/ eligibility, presentation and language aspects is 77.3%. Next, for the percentage point from the teachers, they both give 75% for media and 75% as well for content worthiness/ eligibility, presentation and language aspects. So that, from the percentage, it can be concluded that the product is valid and ready to be implemented or tried out in the classroom activities.

In trying out the product, it was found that the pupils gave their natural and positive responses towards English Vocabulary Picture Cards. They also paid attention to the class activity and their concentration time are much longer than the usual. It is also found that the teachers in ABA Pelangi Inclusive School love the

product because the materials in English Vocabulary Picture Cards appropriate with the materials in the class, and also can develop their knowledge and English acquisition. Besides that, it can be adjusted with the activities in the class, like pronunciation practice and read loud.

So, from the discussion above, it can be concluded that English Vocabulary Picture Cards is a product that prioritized the pupils' lacks, needs, and wants, and the teachers' needs and wants. This appropriate with Iftanti & Madayani (2019) who stated that in developing a product it must be considering the users' needs, wants, and lacks first rather than the theories. The use of simple word or basic vocabulary in English Vocabulary Picture Cards with small number and differentiate into several themes and topics along with colourful paper and attractive and eye-catching pictures, make pupils' interest and participation will be raised and involve them in the activity naturally (Meara, 1995; Howard & Major, 2004; Shin, 2006; Budden, 2004; Iftanti & Madayani, 2019; Nation 2001).

Because of the materials that include in English Vocabulary Picture Cards are also equated and adjusted with the curriculum and lesson plans, make these product are contextualized and flexible with the activities in the class and also improve both of teachers' and pupils' learning skill (Howard & Major, 2004; Vale & Feunteun, 1995). Although picture cards are good media for pupils and teachers, they take a lot of preparation time to make and adjust them with the pupils' condition and psychological, so, it is recommended to use materials or paper that have long durability in use (Shin, 2006; Budden, 2004).

B. **Suggestion of Implementing the Product**

In order to make the product of English Vocabulary Picture Cards can be used optimally, the researcher would give some suggestions related to implementation of the product after they had been developed, such as utilization suggestions, dissemination suggestions, and development suggestions.

1. Utilization suggestions

In utilization the product of English Vocabulary Picture Cards, it is suggested to:

a. read, learn, and prepare the media and the methods with the techniques first before implementing it to the pupils, because some of the methods that are usually used are read aloud and pronounciation practice, it is suggested to learn how to read the phonetic alphabetics or listen how to pronounce it through Oxford English Vocabulary Online.

b. use the product with using drills and practice strategies by adjust it to the pupils daily routines in order to improve their recognition, memorization, pronunciation, and confidence while learning English.

c. use the product by looking at and adjusting it with the themes sequentials in one semester. When trying out of the product, fortunately, theme that were taught were profession or occupations, so, the using of this theme was recommended.

d. consider the pupils' mood and psychological are important while using this media, because they learn well with their own way and good mood.

2. Dissemination suggestions

In dissemination the product of English Vocabulary Picture Cards, the researcher hope that this product can be used not only in ABA Pelangi Inclusive School, but the other Inclusive Schools and kindergartens in Tulungagung or another districts. However, while disseminating the product, the pupils' characteristics and conditions, the school conditions, and the classrooms activities have to be watched out in order to make this dissemination product of English Vocabulary Picture Cards are not in vain.

3. Development suggestions

In development suggestions the product of English Vocabulary Picture Cards, it is suggested to/for:

a. develop the other media for young learners in English, because, it is known that, in Indonesia, the product of English for young learners are still rarely to find and get. So, it is recommended for you to develop some innovations in developing another media that useful for young learners in Indonesia by considering Indonesian pupils' background and psychological.

b. improve this media by designing the new layout, creating some mascots, or revising the texts in English Vocabulary Picture Cards in order to improve the pupils' participation more, while also considering the pupils' lacks, needs, and wants, and also the teachers' needs and wants.

c. try out the product as pupils materials at home. This Research and Development only focused on the schools media, however, based on the analysis data, the parents also need some media that they can use for

teaching English to their children at home. So, it is suggested to conduct some research while implementing this product at home.

d. change the research place with another Inclusive school or kindergarten. As it is stated before, this Research and Development was conducted in order to develop English Vocabulary Picture Cards for pupils and teachers in ABA Pelangi Incluisve School. So, it is recommended to conduct another research by investigating pupils' and teachers' needs and wants in another schools in developing the same type of media.

e. add more themes and topics of English Vocabulary Picture Cards. This Research and Development only develop and produce English Vocabulary Picture Cards in four themes and each theme only consists of five topics, such as animals theme: cat, rabbit, giraffe, tiger, elephant; plants/flower theme: rose, sunflower, jasmine, orchid, tulips; transportations theme: bus, car, train, bike, motorcycle; and profession theme: teacher, doctor, soldier, farmer, policeman. So, it is recommended for you to add some more themes and topic that are available in kindergarten by looking at the curriculum, daily lesson plans (RPPm), and weekly lesson plans (RPPh) that are applied in the kindergarten.

f. kindergarten teachers associations, which by this product, it can motivate them more in developing English Vocabulary Picture Cards or another materials in teaching and learning English for young learners, or can be as a referenced in developing any materials for young learners.