

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer provides the conclusion and the suggestion for this study.

5.1 Conclusion

This study investigates the effectiveness of using traditional illustrated short stories in enhancing vocabulary acquisition among young learners. The integration of visual elements within cultural narratives not only aids comprehension but also enriches the learning experience. Evidence from both quantitative and qualitative data supports the success of this method. Students' vocabulary knowledge showed notable progress, as reflected in the significant increase in average scores from 64.5 on the pre-test to 96.6 on the post-test. Observations during the learning sessions revealed increased enthusiasm and active participation, while interview feedback highlighted that visuals made it easier for learners to grasp and retain new words. Overall, the findings demonstrate that combining imagery with storytelling strengthens vocabulary mastery, improves pronunciation, and fosters greater learner engagement.

By combining the elements of pictures and traditional short stories such as Lona Kaka and Lona Rara, learning becomes more interesting, fun, and easily understood by students. These stories not only convey new vocabulary but also introduce local cultural values that are relevant to students' daily lives. This makes students feel closer to the material being taught. In addition, the use of illustrated picture of traditional short stories also makes students more confident when learning English. They were more active in class activities, and the pre- and post-treatment test results showed a significant improvement in their vocabulary acquisition.

Overall, the use of traditional illustrated short stories proved to be a very effective method in creating an interactive, fun, and meaningful learning experience. This method helps students to be more involved in the learning process as well as enrich their ability to understand and use English vocabulary.

5.2 Suggestion

Based on the findings of this study, some recommendations can be made to improve vocabulary learning in the future:

1. For Teachers

Teachers are advised to utilize the traditional illustrated short stories as a learning medium in teaching vocabulary to students. By integrating elements of local culture and visual illustrations, teachers can create a more interactive and fun learning atmosphere. Teachers can also adapt the story to the students' ability level and develop various follow-up activities, such as word games or group discussions, to strengthen the understanding of the vocabulary that has been learned. Strengthen the understanding of the vocabulary that has been learned.

2. For Students

Students are expected to be more active and enthusiastic in participating in learning with traditional illustrated short story media. They are advised not only to read the story passively, but also to observe the illustrations, note down new vocabulary, and try to use it in daily conversation. Thus, vocabulary mastery can improve gradually and sustainably.

3. For Future Researchers

Future researchers are advised to explore the use of traditional picture story media in a broader context, such as improving speaking, writing, or cultural understanding skills.

Research can also be conducted at different levels of education or with a variety of stories from different regions to see its effectiveness in diverse contexts. In addition, the development of digital learning media based on traditional picture stories can be an interesting alternative for further research.