

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of this study, it can be concluded that the use of Emoji Contextual Support gave positive experiences to the students of class VII.6 at MTsN 2 Padang Pariaman in learning English vocabulary. Most students perceived that emojis helped them understand the meanings of new words more easily because the pictures provided visual clues that supported their understanding. The students also felt that learning activities became more interesting, enjoyable, and motivating when emojis were used during the lesson.

The findings also showed that the use of emojis helped students remember some of the vocabulary they had learned. In addition, several students reported that they felt more confident and actively participated in classroom activities because the visual support made the learning materials easier to understand.

However, the study also found that some students experienced difficulties when using Emoji Contextual Support. Certain emojis were considered unclear or too similar to one another, which sometimes caused confusion in understanding the intended meaning of the vocabulary. This finding suggests that the effectiveness of Emoji Contextual Support depends on the appropriateness and clarity of the emojis used in instructional materials.

To deal with these difficulties, students used different strategies, such as asking the teacher for clarification, reviewing the lesson again, and trying to find the answers by themselves. These strategies helped them better understand unfamiliar emojis and continue participating in the learning activities.

Overall, Emoji Contextual Support can be used as a helpful visual aid in vocabulary learning because it supports students' understanding, increases their interest and motivation, and creates a more enjoyable learning atmosphere. Nevertheless, teachers need to carefully select emojis that clearly represent the target vocabulary so that the learning objectives can be achieved effectively.

B. Suggestion

Based on the findings of this research, the researcher would like to provide several suggestions:

1. For Students

For students, it is suggested that they be more active and confident in learning English vocabulary. Based on the findings, the use of emoji helped students understand vocabulary meanings more easily and assisted them in remembering new words. Therefore, students can make use of emoji or other visual media as learning aids to support their vocabulary learning and improve their understanding of English words.

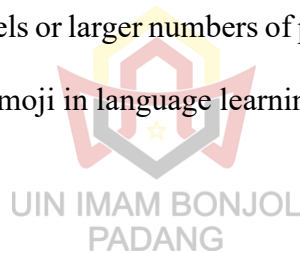
2. For English Teachers

For English teachers, it is suggested that they consider using emoji as one of the supporting media in vocabulary instruction. The findings showed that students responded positively to the use of emoji because it made the learning

process more interesting and enjoyable. In addition, emoji helped students understand vocabulary through visual representations. However, teachers should select appropriate and clear emoji that match the target vocabulary to avoid possible misunderstandings among students.

3. For Future Researchers

For future researchers, it is suggested that they conduct further studies related to the use of emoji in English language learning. Since this study focused on vocabulary learning among seventh-grade students, future researchers may investigate the use of emoji in other language skills, such as reading, writing, speaking, or listening. Future studies may also involve different educational levels or larger numbers of participants to provide broader insights into the use of emoji in language learning.



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