

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with two main parts which consists of the conclusion and the suggestions. In the conclusion part, the writer gives a summary of the main points that have been discussed in the previous chapters. While in the suggestions part, the writer gives some suggestions for further research.

5.1 Conclusion

There are three language components in the teaching of English as a foreign language that must be taught; sound, vocabulary and structure. Among those three, vocabulary is considered the most important component. By mastering the vocabulary of the target language, pupils will be able to learn the skills; listening, speaking, reading, and writing easier. The success of reading can be achieved by having the ability to understand and comprehend the reading texts fully. The vocabulary should be understood first in order to comprehend the information in the reading texts. Therefore, besides general knowledge, adequate vocabulary stock and mastery are required for comprehending what have been read.

However, the writer finds out that most Junior High School pupils who study English as a foreign language find difficulties in comprehending the reading texts because they are lack of vocabulary stock and mastery. This refers to the fact that most reading texts in the textbooks contain many new vocabularies for the pupils. In order to save time, the teacher usually gives the meanings of the new vocabulary to be memorized. As a result, those pupils tend to depend on the teacher's translation and that ordinary method may cause boredom to them. It is because the pupils inclined to

look up the list of words as drudgery. Finally, within a long period of time, the pupils will forget most of the vocabulary learned.

To decrease the boredom and give variation on the vocabulary reinforcement, the writer suggests pictorial crossword puzzle as a means to teach vocabulary for the year seven pupils. With good preparation based on the 2004 English Curriculum for Junior High School, the pictorial crossword puzzle considered as a good media to improve the pupils' vocabulary. In proving this assumption, the writer conducts an experimental research.

The experiment was given to sample classes of the year seven pupils of SLTPK St. Yosef Surabaya. The treatments were given three times to each group; the experimental and the control groups, with the different techniques of teaching the material. After the experiment, a test was given to both groups. The scores in each group were considered as the sample of the pupils' vocabulary achievement.

Based on the scores obtained from the post-test scores, the data show that there was a significant difference between the groups. The pupils taught using the pictorial crossword puzzle had better vocabulary achievement than those taught using word lists. This indicated that pictorial crossword puzzle could help the pupils in understanding the vocabulary meanings more deeply.

In short, the finding of this study leads to the conclusion that the pictorial crossword puzzle can be used as a media for teaching vocabulary to the Junior High School pupils.

5.2 Suggestions

After completing this study, the writer would like to give suggestion to these parties below:

1.2.1 For Junior High School Teachers

The English teachers should be creative in varying the way of teaching. They should not only use traditional way, i.e. word lists, but also pictorial crossword puzzle for teaching vocabulary. The latter technique has proven that it can increase the pupils' motivation and avoid the boredom in class. It is not really an easy duty for the teachers since they have to prepare it at home, but the teachers will find a satisfaction as the reward.

1.2.2 For Further Researchers

For those who are interested in conducting a similar study, the writer suggests to give longer treatment in order to have more valid results. The longer treatment will enable the next researcher to give more treatments, thus the result of the study will also be more valid. Besides that, the writer also suggests the next researchers to use different way of teaching vocabulary so that the way of teaching vocabulary will be more varied.

Finally, the writer hopes that this thesis would give some contributions in teaching vocabulary to the Junior High School pupils.

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