

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter, the writer draws the conclusion of her study and some suggestions for the success of Teaching English for the English teachers and some suggestions for further study.

#### **5.1 Conclusion**

This study was carried out to find out whether the use of coloured pictures as the teaching media for teaching vocabulary to the first grade of Elementary School pupils was more effective than the use of word-translation technique using wordlists. From the data shown in appendix 1, table 8 (*pp 69-70*), it was found out that the  $\tau$ -obtained was greater than the  $\tau$ -table which showed that there was a significant difference on the pupils' vocabulary achievement between those who were taught using coloured pictures and those who were taught using word-translation technique.

Based on the statement of the problem which asked whether the pupils' taught using coloured pictures had a higher achievement on their vocabulary knowledge than those taught using word translation, it was proved that the pupils who were taught using coloured pictures had a higher vocabulary achievement than those who were taught using word-translation technique.

## **5.2 Suggestions**

In this study, the writer would like to give some suggestions for the teachers in teaching vocabulary to the pupils and also some suggestions for further study.

### **5.2.1 Suggestions for English teachers**

The writer would like to suggest the English teachers especially in the elementary schools in teaching vocabulary to the pupils. The English teachers in Elementary School should be creative in teaching vocabulary so that the pupils could find it easier to memorize the vocabulary. Teachers should think how to make the pupils enjoy the lesson and that they would not feel hard to memorize the new words. From chapter 2 (*page 24*) Lado (1984) says “Pictures have been successfully used to show the meaning of words and utterances and they are particularly effective to cue the meaning stimulus in practice exercises”. When the teachers use coloured pictures in teaching vocabulary to the Elementary school pupils, they would be interested in the bright colors and the interesting images which then could attract their attention and arouse their motivation and concentration in absorbing the new words. They would enjoy the lesson more.

The writer would also like to suggest the Elementary school English teachers to provide the pupils activities which could involve their learning modalities since their own understanding comes through hands, eyes, and ears (Brown, 1997). Coloured pictures stimulate the pupils’ visual modality. They could see the pictures and then directly form a concept in their long term memory. Using pictures also allows pupils to stimulate their kinesthetic modality. It can be done by

asking them to imitate the gestures of certain activities. From this, they could learn by doing (Brown, 1997).

### **5.2.2 Suggestions for further study**

In this study, the writer had only given three times treatments for each group because there were some activities in the Elementary school which could not let the writer to conduct more than three treatments. Therefore, the writer suggests the future researchers to give more treatments and more time to do the experiment. The writer hopes that her study would give some contributions in teaching vocabulary to the Elementary school pupils.

In this study, the writer would also like to suggest the future researchers to make a better vocabulary test because there are 5 items (items number 1, 3, 5, 7, 9) which have a combination between word-translation and coloured pictures (*see appendix 3, pp 107-110*). The vocabulary test for the both groups should be balanced.

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