

## CHAPTER V

### CONCLUSION

This chapter consists of two parts. The summary of the thesis is the first part. It sums up the main points that have been discussed in the previous chapters. And the second part deals with some suggestions that may be useful for English teachers who teach English vocabulary through pictorial contexts.

#### 5.1. Conclusion

All of us have already known that the objective of language teaching learning is the students mastery in language skills, namely: reading, speaking, writing and listening. In attempting to achieve that objective, vocabulary is undeniably important. From the opinion of many language teaching experts in the previous chapter, we know how far the importance of vocabulary in learning the language is. Vocabulary, like what they say, is the most significant aspects of language learning. Therefore, teaching-learning activities should first be stressed on the students' vocabulary building, but it does not mean that the other language components are neglected in the teaching-learning activities.

What the teacher should do in relation to the students' mastery of English vocabulary is that he should be able to create the atmosphere in which his students are eager to learn new words. If the students are eager to learn the new words, of course, their vocabulary can be developed easily.

How does the teacher create such situation? There are actually many ways in motivating students to learn new words, especially in the classroom. One of them which is considered to be the best is learning the words through pictorial contexts. Of course there are some considerations in choosing such a technique.

Words in a context which are accompanied by the pictures are more interesting to learn, especially for SMP students. It means that a pleasant atmosphere can be created in the classroom where students will enjoy their English lesson. Such situation can be used as a tool in developing students' vocabulary.

Furthermore, from the pictorial contexts students will know the exact meaning of a word, besides they are able to recognize and understand where the words should be used in correct sentences.

More over, by using pictorial contexts, students will be accustomed to think and to guess the meaning of

the words from the contexts by themselves. It means that students will be active in the classroom.

In addition, students will have a better understanding of the word meanings. If they practice to use the word in various contexts. And finally students are able to produce or to make a sentence with appropriate words.

## 5.2. Suggestion

Teaching-learning vocabulary through pictorial contexts require active activities. Both the teacher and the students should be active. The teacher should be active in choosing the materials that are suitable for his students' level, and in using some techniques in presenting the materials, so that the teaching-learning activities will be interesting. The students should be active because they do not just memorize the word meaning, but they are forced to think, to guess, and finally to find the word meaning by themselves if possible.

Though there is no special vocabulary class at SMP, the English teacher can allocate the time, at least once a week to teach English vocabulary by presenting the pictorial contexts to his students. In presenting the

pictorial contexts the writer suggests that the pictures provided be better in colour than black white ones.

- The pictures given should fit the existing contexts or sentences.
- Most of the vocabulary used in the contexts should consist of everyday words or words that students need to know.
- The presentation of the words in a meaningful sentence should start from the known words or the easy ones to the unknown words or words which are considered as the more difficult ones for SMP students in the third grade.
- The last and the most important thing that the teacher should do is giving words repetition. It means that words which are learned by the students should be presented as many times as possible in many different contexts, so that students will become familiar with those words and their use in appropriate contexts or sentences.

If we really want to base our English teaching on what we really need, the aforementioned suggested points may be worth considering. And finally, the writer hopes that this study will be a valuable reference for other English teachers at SMP to provide good teaching learning activities.

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