



CHAPTER V

CONCLUSION AND SUGGESTION

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This chapter consists of two parts. The first part is the conclusion in which all the main parts that have been discussed are concluded, while the second part deals with the suggestions of the writer concerning the teaching of vocabulary through picture card games that may be useful for the teachers of English.

5.1 Conclusion

English is one of the international languages which plays an important role in many fields especially business and science. That is why English as a foreign language is put in the curriculum and taught as an elective subject in the Elementary school so that Indonesian students can learn, understand, and use English words and even sentences not only in class but they can use them in any occasions where English is needed. We also know that the objective of language is the students' mastery in language skills, namely: listening, speaking, reading and writing. To achieve those objectives, vocabulary is importantly needed. Many experts in language teaching think that vocabulary is to be learnt because each language skill requires vocabulary.

Realizing the important role of vocabulary, the writer is interested in conducting the study about teaching vocabulary by means of picture card games. In order to prove whether picture card games can help the students master vocabulary, the writer conducted the experiment. After the experiment posttests were given to different groups, namely: the experimental and the control group. Having analyzed the

results of the tests, the writer found out that the students who were given picture card games in learning vocabulary had better vocabulary score than those who were not. The results of this study showed that at 0.05 level of significance the t-table of posttest 1 was 1.671 and the t-calculation of posttest 1 was 1.571 and the t-table of posttest 2 was 1.671 and the t-calculation of posttest 2 was 2.114. From the two posttests namely: posttest 1 and posttest 2, the t-test was used to compare the two means of the groups--experiment and control--to see whether there is a significant difference or not. The results of this study showed that at 0.05 level of significance, the t-table was 1.671 and the t-calculation was 2.406. Since the t-calculation is greater than the t-table at the level of significance 0.05, the alternative hypothesis was accepted. This means that there was a significant difference between the vocabulary achievement of the students who were taught using picture card games and that who were taught without using picture card games. This means that picture card games as a technique for teaching vocabulary is effective. It can make the students' vocabulary achievement better.

In short, it can be said that picture card games as a means to teach vocabulary cause improvement to most students.

5.2 Suggestion

At the end of the study, the writer would like to give suggestions that may be useful for the elementary school teachers of English.

Teaching vocabulary through picture card game should require active activities. The teacher should be active and the students, too. As a leader in class, the teacher should be active in the game in such a way that makes the game interesting

and not dull. The students should be active because they do not just memorize the meaning of the words but they're also forced to think, and find the meanings of the words by themselves. The materials and the tools such as card, tip-marker, cartoon paper, scissors, etc. should be prepared at home. The teacher must prepare everything he/she needs in order to make the game run smoothly and it does not waste time.

Since game creates a relax situation, the writer suggests that the teacher pay attention to the students' activity. She should control the whole class in order not to disturb other classes.

It is better that the experiment should be done in a longer period to verify the findings of this study because the experiment was done by the writer only for six times and the writer realized that the time actually was not enough.

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