

CHAPTER V

CONCLUSION

This chapter presents the summary and suggestion. In the conclusion part, the writer summarizes the main points that have been discussed in the previous chapters. While the suggestion part covers suggestions for the English teaching and recommendation for further research.

5.1 Summary

Nowadays, vocabulary becomes an important thing in learning English as a foreign language. It is realized that most textbooks which contain modern technology and knowledge are written in English. It is, therefore, necessary to get to know English as early as possible.

As we know that there are lots of new methods invented recently only to produce a working vocabulary but it seems that the students have difficulty in memorizing the vocabulary and their meaning. It happens because during the teaching-learning activities, students are usually given vocabulary in a form of list and asked to memorize it.

Actually, to overcome the problem, teaching vocabulary by using pictures or context is quite effective but not maximal. So, the writer wants to use pictorial context in teaching vocabulary with the consideration that a combination of picture and context will be a great technique to teach vocabulary to children. In addition, it can overcome the student's boredom because interesting pictures will

motivate the students to follow the teaching-learning process and lead the students to answer the meaning of the vocabulary in text actively.

The aim of this study is to improve the students' vocabulary achievement. In teaching vocabulary by using pictorial context, the teacher presents pictures along with a simple text on an OHP and gives some triggering questions to the students so that they will try to elicit the meanings of vocabulary expressed in the pictures. The students then come in front of the class in turn to review the vocabulary they have learned.

Based on the statistical calculation of the data obtained during the experiment to the first year students of SLTPK St. Stanislaus, the writer found out that there is a significant difference in the students' vocabulary achievement. In other words, the students who experienced pictorial context as the means in learning vocabulary had a better vocabulary achievement compared to those without picture. It happens because in learning vocabulary using pictorial context, the students are interested in following the lesson, especially when they see the colored picture. They will automatically participate themselves during the teaching-learning process. This condition will enable them to retain and recall the vocabulary better.

5.2 Suggestions

Successful vocabulary learning depends much on students' motivation, interest, and active involvement during the teaching-learning process. For this

purpose, the writer suggests the use of pictorial context in teaching vocabulary to SLTPK students.

In using pictorial context in teaching vocabulary, the teacher should use simple picture/drawing and simple text. Simple pictures will help the students centralize their attention on the specific item of vocabulary being learned while simple text will help the students to avoid being confused. So, they can still concentrate on the text while seeing the picture. In addition, a colorful picture is strongly recommended because they can draw the students' attention and decrease the boredom of the students.

To help the students understand the meaning of the vocabulary item, they should be guided with questions which are called triggering questions which have a function of focussing the students on the exact meaning intended in the picture. The answers of the questions could be given in chorus or individually. However, it would be better to ask the students one by one to give opportunity for the less able students to express their ideas.

To make sure whether the students' pronunciation is well done, the teacher should call some students one by one to come in front of the class to pronounce the vocabulary they have learned in one meeting while the others can repeat after him/her. It can also make them really understand in what situation they use the vocabulary and memorize them more easily.

All in all, the writer realizes that this study is still far from being perfect. Therefore, she expects that there will be other researchers who conduct a more

thorough study on the use of pictorial context in teaching vocabulary to give more complete and valid results.

For further research, the writer wants to share her experience related to the weakness found in this study. Firstly, in this study, the form of the material given to the students is only in form of transparencies, it means it can only be used to schools which have OHP. It would be better if the material of pictorial context can be used in any other schools even if they don't have OHP, for example using magazines as one of the sources. Just make sure that the picture is big enough. Secondly, due to limited time, the treatments in this study were given only three times to both groups and limited on certain population and sample. Therefore, the results cannot be generalized to all people. The writer hopes that later on there will be other researchers who will conduct an experiment by using a wider subject or population with more treatments in order to get more complete and valid results.

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