

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusions and suggestion dealing with the findings that have been discussed in previous chapter. Those are the whole answers of researcher focuses. The suggestions are the follow up the finding are addressed to the teacher and students.

#### A. Conclusion

Based on the result of this research, the researcher can draw conclusion from the researcher's finding in the previous chapter. This study discusses about using picture in teaching English vocabulary at fourth grade of MI. Miftahul Ulum I Tlaga, Bulmbungan Larangan, Pamekasan.

1. Using Picture in Teaching English Vocabulary at Fourth Grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan, Pamekasan.

Based on the implementation of this research, the researcher can conclude from activities that was done by the teacher. Firstly, the teacher asks to all students to look or imagine somethings that we can find in daily life, and the teacher would ask about the color, the shape or how, when or where to say. After that, the teacher showed some pictures with words on a papers that had been prepared before, and teacher will say or read the text on the papers one by one while show the picture to all students. The teacher asked what the meaning of word or vocabulary on the picture to students. Students can know what the meaning of word or vocabulary by looking the picture, after that the students answered. The next step was

teacher pointed students one by one or made some groups to say or practice a word or vocabulary that had been given in the class. The last teacher reminded students about the material that had been studied.

2. The Advantages and Disadvantage of using Picture in Teaching English Vocabulary at Fourth Grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan, Pamekasan.

a. The advantages of using picture in teaching English vocabulary at fourth grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan, Pamekasan.

There are four advantages of using picture in teaching English vocabulary at fourth grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan, Pamekasan. They are:

1. The students become interesting in teaching learning process, so that the students become focus when the teacher teaches in the class.
2. The students became easy to understand with the material or lesson that delivered or taught by the teacher in the class.
3. The students became active in teaching learning process at the class.
4. The teacher get easy in making media and applying picture as media in the class, because the teacher does need not electric plug or other electronic tools that will be used in the class.

5. The class become more various, because the teacher can use more than one techniques in teaching English vocabulary altouhg the media only picture.
- b. The disadvantages of using picture in teaching English vocabuloary at fourth grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan, Pamekasan.

Using picture in teaching English vocabulary at fourth grade of MI. Miftahul Ulum I Tlaga, Blumbungan, Larangan, Pamekasan had two disadvantages. They Are:

1. Using picture in teaching English vocabulary needed many papers in making the media. The teacher could use one paper for two pictures and two vocabulary, automatically the teacher need more than one paper, moreover the next material or lessan was different withe the previous lesson or material.
2. Using picture in teaching English vocabulary makes students be activ in the class, include captured in the teacher's question, but that made a situatuion of the class become crowded and also the teacher need a more little energy.

## **B. Suggestion**

In this case, the researcher would like to offer some suggestion for the teacher, the student, the reader, and other researcher.

1. For the teacher

In English teaching, there are many ways to make students interested in learning, like game. Teacher can use game in reviewing a

vocabulary that had been learned, like poison pen, so that the students will not feel bored in join lesson at the class.

2. For the students

The students have to concentrate or pay attention and do not do anything which is not related to the lesson when teacher explained lesson or other students answer teacher's question and also students have to be quiet in scrambling for answering teacher's question or when other students answered teacher's question.

3. For the researcher

This research can be used as starting point to do research about the using picture as media in teaching learning, both at same lesson, that is about vocabulary, or other lesson like reading, telling story or combining between using picture as media with a technique or strategy. Hopefully this study gives new knowledge for all, especially in education context.