CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this research there are two problems, they are: how are the students' vocabulary achievement in experimental and control groups before and the treatment and how effective is picture word inductive model to improve students' vocabulary achievement.

After the researcher finished the research, she will draw some conclusion as the result of the research at the seventh grade VII of MTs Sunan Kalijaga Bawang Batang in academic year of 2010/2011 on the use of picture word inductive model in teaching vocabulary.

The conclusions that can be drawn in this research are:

- 1. Based on the first problem, the researcher wants to find out the students' vocabulary achievement through Picture Word Inductive Model at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011. The students' vocabulary achievement of experimental group after treatment is 77.6, it can be concluded that Picture Word Inductive Model can improve the students's vocabulary achievement at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011.
- 2. On the second problem, the researcher wants to find out the students' vocabulary achievement through explanation only at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011. The students' vocabulary achievement of experimental group after treatment is 72.6, it can be concluded that the students's vocabulary achievement at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011 through explanation only is lower than students' vocabulary achievement through Picture Word Inductive Model.

3. Pictures word inductive model is effective in teaching vocabulary

The vocabulary achievement of experimental group after treatment better than control group after treatment. It can be seen from the mean of posttest of the experiment class (77.6) is bigger than the mean of posttest of control class (72.6) after the treatment.

The case in both groups is the same that there is an improvement in each group's cognitive achievement. However, the improvement on control group is not as much as on the experimental group. It is convinced by the statistical result of the hypothesis test. The test by means of t-test formula shown that $t_{calculated} = 2.5 > t_{table} = 1.98$ at 0.05 level of significance by 74 degrees of freedom. It means that the using of picture word inductive model technique is more effective to improve the students' understanding on English vocabulary than by using of non picture word inductive model technique (explanation only).

The main finding of the reserach is students's vocabulary achievement at the seventh grade of MTs Sunan Kalijaga Bawang Batang in the academic year of 2010/2011 through explanation only is lower than students' vocabulary achievement through Picture Word Inductive Model. It means that Picture Word Inductive Model is more effective in teaching vocabulary.

B. Suggestion

Based on the result of this research with positively indicates that there is positive effect on the use of picture word inductive model in teaching vocabulary. Some recommendations for the teaching and learning English are proposed as follows:

1. For the Teachers

There are some recommendations in teaching learning English. First, the English teachers must be creative when he/she transfers the knowledge of English to the students, so the students can easily receive and understand the materials. Second, it is necessity for the English

teachers give motivation to the students. Third, it will be better if English teacher finds out the appropriate and interesting technique related to the material. Besides, to give contribution to English teacher that teaching vocabulary using picture word inductive model technique is more interesting and brings in relaxation.

2. For the Students

The use of picture word inductive model will help the students memorize vocabulary easily. So, the students can improve their achievement in mastering English vocabulary.

3. For the Readers

The researcher hopes that this thesis can be useful for the readers, so they know that picture word inductive model can improve the students' vocabulary achievement especially at junior high School.

4. For the Researcher

After finishing this research, the researcher got many experiences. The researcher can know how to teach students at junior high School. The researcher also knows the appropriate technique in teaching English.

5. For the Educational Institution

Teaching vocabulary using picture word inductive model MTs Sunan Kalijaga Bawang Batang as a new technique in vocabulary class to get the optimal result of teaching learning

6. For the Future Research

The longitudinal research design must be done to get optimal result on the use of picture word inductive model technique in teaching vocabulary to the junior high School students by giving ten times of treatment. Besides, the future researchers can give questionnaire to the students. So, the researchers are not only give test about the knowledge but also give the test that is purposed to know the students' behavior about the use of picture word inductive model as a vocabulary teaching technique.

Moreover, the researcher may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and also in different setting. Finally, the writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful and helpful for us and give positive contribution to English language learning context. Amin.