

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Having conducted the research at the first year of SMPN2 Pekalongan Lampung Timur and analyzing the data, the researcher would like to state some conclusions as follows:

1. There was a significant increase the students' vocabulary achievement through picture. It can be proved from the increase of the students' mean score in the pretest and posttest. The result of the posttest was higher than the result of the pretest. There was an increase from the mean of the pretest (50.26) to that of posttest (76.50). The result of the hypothesis test shows that the hypothesis was accepted ($p < 0.05$, $p = 0.000$). Based on this result, the researcher concluded that teaching vocabulary through picture was considered better in increasing the students' vocabulary achievement.
2. Seeing the teaching learning process class VII B, the researcher noted that learning vocabulary through picture can motivate the students. It can be seen from enthusiasm and their participation in doing learning English. Referring to this, it is concluded that the students' active learning was better because the classroom activity was more alive even it can be applied both in small and big language classroom.

3. Teaching English vocabulary through picture with interesting media and way, an enjoyable situation, cooperative situation had improved the students' interest in learning English helped the students to understand the vocabulary. It is good result because they got new English vocabulary.

5.2 Suggestions

Considering the findings of the research, the research would like to purpose some suggestions as follows:

1. Since there was an increase on the students' vocabulary achievement through pictures, the English teacher is suggested to use this media as variation in teaching English vocabulary.
2. During the teaching learning process, the researcher saw there was some students were busy with heir selves. To overcome this situation, the English teacher should arrange the students' chair position. It can make them focus their attention to the lesson.
3. The researcher found that there were some students who did not know the meaning of some English words included in the vocabulary target. Therefore, the English teacher should observe whether all the students in the class give appropriate response or comprehend the meanings of the vocabulary they have learned. This effort is needed to avoid the students' misconception of the meanings of the vocabulary they are learning. To do this, for example, we may ask them to make sentences by using those words.