

## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Having conducted the research at the first year of SMPN 12 Bandar Lampung and analyzing the data, the researcher would like to state some conclusions as follows:

1. There was a significant difference increase the students' vocabulary mastery after being taught through picture sequence and there was a significant increase of the students' vocabulary mastery through picture sequence at the first year of SMPN 12 Bandar Lampung. 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 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 sequence was considered better in increasing the students' vocabulary mastery.

2. Seeing the teaching learning process class VII B, he researcher noted that learning vocabulary through picture sequence 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 sequence 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.
4. In this research the researcher used questionnaire. The validity of the vocabulary and the instrument was checked and examined by giving questionnaire to some English Teacher. In this research, the face validity of vocabulary test was checked and examined by giving questionnaire to some English teacher at SMPN 12 Bandar Lampung. The questionnaire has eight questions which is related to the test, each questions has score ten. In this research, the English teacher at SMPN 12 Bandar Lampung, answers "yes" for seven questions and "no" for one question. Each the score for questionnaire got seventy. The purpose of the questionnaire, in order to know whether the instrument of the test has been fulfill face validity or not. So, the researcher concluded based on the purpose of the questionnaire that the test which

is in the form of the multiple choice looked right and understandable to other tester, teachers and teesteers.

## **5.2 Suggestions**

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

1. Since there was increase on the students' vocabulary mastery taught through picture sequence, English teacher are 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 did not know the meaning of some English words such as vocabulary target. Therefore, the English teacher should observe whether all the students in the class give appropriate response or comprehend the vocabulary meaning which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning, e.g. ask them to make sentences by using those words.