

V. CONCLUSIONS AND SUGGESTIONS

This chapter is intended to elaborate the conclusion and suggestions. It includes the explanation of the increasing of using picture sequence students' vocabulary mastery, the obstacles faced by them and some suggestions for further research.

5.1 Conclusions

Having finished conducting the research and analyzing the data, the reseacher draws the conclusions as follow ;

1. Based on the research result, there was a signifcant difference of vocabulary who are taught through picture sequence. It could be seen from the result of the hypothesis which showed that value two tail significance was smaller than (sign $0.00 < 0.05$). it also supported by the data mean score of experimental class. the mean score of the pretest was 56.50 and the post test was 63.40. It means that picture sequence was increase the students' vocabualry mastery significantly.
2. Learning vocabulary through picture sequence could motivate the students. It can be seen from enthisiiasm and their participation in doing learning english. Refering to this, it was 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.

5.2 Suggestions

Considering the finding of the research, the research would like to purpose some suggestion as follows:

1. Since there was an increase on the students' vocabulary mastery through picture sequence, 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 their selves. 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 and give appropriate response or comprehend the meaning of the vocabulary which has been learned. It is needed to avoid the students' misconception of the vocabulary meaning and ask them to make sentences by using those words.