

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Finally, after conducting the research at the eighth grade SMP Tunas Harapan Kedaton, Bandar Lampung, the researcher concluded as follow:

1. The pictured stories can significantly improve students' vocabulary achievement at the eighth grade of SMP Tunas Harapan Kedaton, Bandar Lampung. It can be seen by the improvement of students' mean score in posttest that was higher than mean score in pretest. The mean score improved from 63.80 to 80.20. The mean score difference between pretest and posttest was 16.4 and since the p value 1.50, which is lower or less than 0.05, and it means that this improvement is significant. Therefore, it can be concluded this pictured stories could improve students' vocabulary significantly.
2. In teaching learning process, it can be concluded that teaching learning through pictured stories creates more conducive condition and situation for the students' at the eighth grade of SMP Tunas Harapan Kedaton, Bandar Lampung. The students' were more active and enthusiasm in learning vocabulary. There were variations of the process of teaching vocabulary through pictured stories from the first treatment to last the treatment. It was indicated the students' motivation and interested in learning vocabulary. The process also influenced the students' score.

5.2 Suggestions

Considering the result and the conclusion of the research, the researcher would like to propose some suggestion as follow:

1. It is suggested to English teacher to apply pictured stories in teaching learning vocabulary at the eighth grade in order to avoid students boredom and makes the different atmosphere meanwhile, the students are motivated and feel relax in the process of teaching learning vocabulary.
2. In applying the game, teachers are advised to monitor the students actively in order to avoid them communicate with other groups. They are not allowed to communicate with other group because they have to competence to be winner of the pictured game.
3. Further research is recommended to apply pictured stories in a more conducive classroom to minimize the constraints of teaching learning process uses pictured stories conducted in this research.