

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the teaching action of teaching vocabulary using illustration in the SD Negeri Gendingan 4 Ngawi, the writer can summarize several points.

1. The implementation of teaching vocabulary using illustration in SD N Gendingan 4 Ngawi are as follows:

a. Opening

Starting from the teacher came to the class then greeting to the student.

b. The teacher asking some questions about the topic to the students.

c. The teacher explaining the illustration to the students

d. The students imitating the teacher's pronunciation

e. The students pronouncing the name of word that teacher has been explaining.

f. The teacher wrote the spelling of the words on the blackboard and the students pay attention to the teacher.

g. After that the teacher dictating the words that students studied before

h. Closing

The teacher closed the teaching-learning process by give greeting to the students and saying good bye to them.

2. The result of teaching vocabulary using illustration at fifth year students of SD N Gendingan 4 in the academic year 2011/2012.

We could see that improving vocabulary using illustration was able to achieve a good result. It means that the teaching-learning process was effective and successful. In pre-test the mean score was 64.07, in post-test 1 the mean score was 80.46, and in post-test 2 the mean score was 83.89. It could be seen from the increasing result of students' achievement of the post-test 2 and was better than post-test 1. Post-test 1 was better than pre-test.

3. The strength and the weakness of teaching vocabulary using illustration.

- a. Strengths

- 1) The students have high interest in following the teaching learning process.
- 2) The vocabulary taught daily vocabulary, such as train, pilot, bus, etc. it is easy to be understood, memorized, and also remembered by the students.
- 3) The teacher focuses on the speaking and writing vocabulary.
- 4) The students are motivated to be active in the class.
- 5) The students are interested in learning English. They memorize the word more quickly by illustration because it likes a game.

b. Weaknesses

- 1) The teacher must spend her spare time at home to prepare material and design the classroom activity. It includes the kind of sentence and pictures that will be used.
- 2) Difficult to control the class. Students always chat their self to discuss the material and little pay attention of teacher's explanation.
- 3) The students use mother tongue because when they speak they do not know the words in English. When the students use mother tongue, the teacher tells the words in English..

B. Suggestion

At the end of this chapter, the writer proposes some suggestions, which will be useful for the researcher and readers:

1. To the other researcher

It is expected that the other researcher can develop this research based on their own views and their different objects. In other words, they can use this research as the reference to get information and find the books, which are related to their research paper.

2. To the readers

If the readers want to read and understand more about teaching vocabulary using illustration at elementary school, they can read some books that the writer includes in bibliography.