

CHAPTER IV

CONCLUSION AND SUGGESTIONS

4.1. Conclusion

Since every human society needs to communicate with other people, language is the main tool for them that can contribute to the transmission of idea and feeling. Moreover, language also can help them to maintain their identity. If people use a certain language, then people who hear it will know who they are and where they come from.

Language that we acquire does not suddenly occur. We have one of our body parts that plays an important role in acquiring a language. That part is called brain. Precisely, the process of language occurs in the brain's left hemisphere that has two areas, which are Broca's area and Wernicke's area. Broca's area is involved in directing muscle movements in speech production. On the other hand, the Wernicke's area is involved in language comprehension. If Broca's area is injured, people will be difficult to articulate sounds. Whereas, if Wernicke's area is injured, people will often babble in a meaningless way.

Language consists of words. If people want to master a language either a native language or a foreign language, first, they must have the capacity in knowing the words of the language since words can help people in expressing their idea and feeling. In this case, vocabulary helps people in mastering a language that they want to learn.

Vocabulary is the most important component in language mastery. Learners, including children in learning a second language especially English, who master enough vocabulary will find fewer difficulties than those who have fewer vocabularies. They have to know the vocabulary of the second language first in order to gain success in learning a second language especially English.

English as an international language, has spread out around the world and has been used as the language for knowledge, information, technology and science. That is why, the Indonesian government decides that English is not only taught to the senior and junior high school students but also to the elementary students as earlier as possible. This phenomenon leads the elementary school to offer English as a local subject (depending on the elementary school's preparedness, some elementary schools introduce English in the first year and others in the fourth year).

The role of teacher in teaching English especially vocabulary to the first year students of elementary school is very important. As English is a new subject for them, the teacher who teaches English vocabulary needs to apply interesting techniques that can attract their curiosity and interest. In order to develop children's English vocabulary especially in English, the tool that can be used is picture. Pictures can be an effective way to teach vocabulary since they can represent the real objects to be shown to the children and because children can easily remember the meaning of words by looking at the objects directly.

This study was conducted to examine whether or not picture has influence on children's English vocabulary development and whether or not

picture really motivates students to learn English vocabulary. From the tables that are described before, it can be seen that the experimental group has the higher post-test score than the control group. The students of control group are able to increase their score in post-test but not as high as the students of experimental group.

In this quantitative study, the writer used t-test to prove whether picture has influence on children's English vocabulary development. The result of t-test analysis shows that the t-value is outside the acceptance region; therefore, the alternative hypothesis is accepted. It indicates that picture has influence on children English vocabulary development.

The result of students' questionnaire shows that the first year students of SD Hang Tuah XII Surabaya like the use of picture and motivated in the process of learning English vocabulary since picture can encourage them to learn the new subject. Picture can also make them remember and understand the English words easier because they can see the real objects directly. Another response shows that the English teacher of SD Hang Tuah XII often brings pictures that are adjusted to the class' need.

Finally, from the analysis of the data, the writer can conclude that picture has influence on children's English vocabulary development. Moreover, the use of picture can motivate the students to learn English vocabulary since pictures are interesting and can represent real objects to be shown to the children.



4.2 Suggestions

During the research, the writer found that the first year of elementary students who were taught vocabulary without using picture easily felt bored and did not show their interest to the material while they were taught vocabulary. Meanwhile, the students who were taught vocabulary through picture were interested in learning English vocabulary.

Based on finding the writer suggests that the English teacher must have creativity in teaching English to the first year of elementary students especially English vocabulary. One of the methods that can encourage the students' curiosity and interest is the use of picture. Picture can make the process of learning and teaching more lively.

BIBLIOGRAPHY