CHAPTER V
CONCLUSIONS AND SUGGESTIONS

In this chapter, various findings of the research are explained together in the conclusion. Besides, the suggestions of the research are presented briefly which is intended for the teachers, further researchers, and readers.

5.1 Conclusion

This research highlighted to research problems concerning the effectiveness of using Picture Word Inductive Model in teaching vocabulary compared to traditional methods and the students’ perceptions towards learning vocabulary using PWIM. At the end of the research, some conclusions were drawn as the result of the research in the seventh grade of SMP Negeri 2 children in academic year of 2002/2013 on the use of picture word inductive model in teaching vocabulary.

There are two conclusions that can be drawn from this research. First, teaching English as Foreign Language (EFL) vocabulary using the Picture Word Inductive Model can improve the students’ vocabulary achievement at the seventh grade of SMP Negeri 2 children in academic year of 2012/2013. In this study, the students’ vocabulary achievement was investigated through the use of the Picture Word Inductive Model at the seventh grade of SMP Negeri 2 children in academic year of 2012/2013. The students’ vocabulary achievement of experimental group after treatment was 78.44. There was a significance influence on using PWIM in teaching vocabulary to the seventh grade students. During the use of PWIM in the class, many students were active and understood the subject matter. Students were
also more willing to ask to communicate with the teacher. Because it was supported by a fun learning atmosphere. However, in the conventional learning, students were less active and less enthusiastic in participating in the learning process.

Second, the perceptions of the students towards the use of PWIM of learning vocabulary were “positive”. The analysis of students’ perception of English after using picture word inductive model was resulted in the score mean 4.40. There was the value of 5.00 ≥ score mean ≥ 1.00. Or in percent is 87.8%. It can be said that almost of students agreed that the teaching and learning by using picture word inductive model (PWIM) effective because the range of students’ perception between 77% and 99%. The condition above had proven that the use of PWIM in teaching vocabulary was positively perceived by the students. This fact supported the positive results of the students’ vocabulary test.

Therefore, the researcher concluded that the teaching vocabulary using Picture Word Inductive Model can be used to the seventh grade students in Junior High School especially in children, Cianjur.

B. Suggestion

Based on the result of this research with positively indicates that there is a positive effect on the use of picture word inductive model in teaching vocabulary. Some recommendations for the teaching and learning English are proposed as follows:

1. For the Teachers

There are some recommendations for the teachers in teaching, learning English. First, the English teachers must be creative when he/she transfers the knowledge of English to the students, so the students can easily receive and understand the
materials. Second, it is necessary for the English teachers give motivation to the students. Third, it will be better if the English teacher finds out the appropriate and interesting technique related to the material. Besides, to give contribution to English teacher that teaching vocabulary using picture word inductive modelling technique is more interesting and brings in relaxation.

2. For the Students

The use of picture word inductive model was aimed at helping the students to memorize vocabulary easily. Thus, the students must follow the instruction seriously. By doing so, it is hoped that the students can achieve more improvement in mastering English vocabulary.

3. For Other Researcher

This thesis is expected to be useful for other researchers as a reference whenever they are interested in doing the similar research.

The longitudinal research design must be done to get optimal result with the use of picture word inductive model technique in teaching vocabulary to the junior high School students by giving ten times of treatment. Besides, the future researchers can administer observation or interview to the students. So, the researchers are not only giving a test about the knowledge but also give the test that is purposed to know the students’ behavior about the use of picture word inductive model as a vocabulary teaching technique.

Moreover, the researcher may suggest the next researcher to conduct further study that can enhance this research because this research actually can be broadened and extended to other subject and also in a different setting.
Finally, the writer realizes that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful and helpful for us and give a positive contribution to English language learning context.