

## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

Based on the result of data analysis, it showed that using Animation Pictures gave effect on vocabulary mastery at the tenth grader's at SMKN 1 Palangka Raya. Score of English Vocabulary test from the experiment group taught using animation pictures was significantly improved. It is proved that the students' scores of post test in experimental group are higher than the students score of pre test in experimental group. So, this is proven that animation pictures was used successfully.

It could be seen from the result of t test calculation using manual calculation. It was found that  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  at 5% and 1% significance level ( $1.99 < 8.633 > 2.64$ ). It meant  $H_a$  was accepted and  $H_o$  was rejected.

#### **B. Recommendation**

##### **1. For student**

For the students, when they study English vocabulary using animation pictures, it is recommended that they have to pay attention to teacher's explanation on English vocabulary. The students should always keep their vocabulary by memorizing and practicing it in studying English to improve their skill and their knowledge. They have to try to memorize and practice their vocabulary.

## **2. For the English Teachers**

Teacher must pay attention to the students' level because teaching English at tenth grade student is not an easy task. The learners are good imitation. They will imitate what the teacher says and does. Therefore the teacher must be a good picture for the students. It gives contribution to the English teachers about the important of technique to support teaching learning process especially vocabulary goals. It is recommended to the teacher that teaching vocabulary by using animation pictures can motivate the students to memorize of vocabulary. They become more active follow the lesson. By using animation picture, they will get an easy and more enjoy way to improve their vocabulary in English.

## **3. For Future Researcher**

In teaching vocabulary using Animation Pictures, the writer found some problems, like the writer could not manage time well, voice of the writer was weak, so not all of the students could hear the voice of the writer, and the writer combined second language (English) and first language (Bahasa Indonesia) in teaching vocabulary. It was because the students were confused and they did not understand. So, for the next researcher, the writer hopes they could improve this technique (Animation Pictures) better and more interesting. They also should study to manage time well, so teaching and learning process more effective.