

## **CHAPTER VI**

### **CLOSURE**

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of Problem of the Study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make batter improvement and motivation for students, teacher and writer related with the teaching learning of vocabulary by using picture crossword’.

#### **A. Conclusion**

The problem of the study as stated in Chapter I ‘Do the students at seventh grade students of MTsN Katingan Tengah given picture crossword have better vocabulary size than those given another learning media?

Based on the result of data analysis from the vocabulary scores which gained by students before and after conducting treatment, there were significantly different based on statistical analysis,  $t_{\text{observed}} = -8.380 > t_{\text{table}} = 2.04$  at 5% level of significance. This indicated that the alternative hypothesis stating that there was any significant effect of using picture crossword toward the students’ vocabulary of the students at seventh grade students of MTsN Katingan Tengah was accepted. Meanwhile, the Null Hypothesis stating that there was no any significant effect of using picture crossword toward the students’ vocabulary of the students at seventh grade students of MTsN Katingan Tengah was rejected. It implicated that teaching vocabulary using picture crossword gave effect toward the seventh grade students of MTsN

Katingan Tengah. It meant that if the students were taught vocabulary using picture crossword, therefore, the students' vocabulary score would be higher than it would without using picture crossword. On the contrary, if the students were taught vocabulary without using picture crossword, the students' score of vocabulary would be lower than the use of picture crossword. It can be proved by the difference of Pretest and Posttest.

## **B. Suggestions**

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and the writer as follow:

### **1. For the Students**

The students can use picture crossword to improve their ability in learning vocabulary. The students can use picture crossword with other vocabulary.

### **2. For the teacher**

As the English teacher should be able to develop and improve their basic ability in teaching learning English. The teacher must pay attention to the students' level, problems in learning English, and students' strategy in learning English so that the teacher are able to use the best strategy in teaching learning activity.

Based on the result of the study that showed that picture crossword gave effect on the students' score of seventh grade students of MTsN

Katingan Tengah. The writer recommend the teacher can use the picture crossword for teaching vocabulary.

### 3. For the Writers

Since the study was experimental study by using picture crossword in teaching vocabulary for the junior high school students. The result of the study found that the picture crossword gave significant effect on the students' score in vocabulary. This study was focused on the seventh grade students of MTsN Katingan Tengah. The researcher recommends for the other writers who want to conduct the study related to the vocabulary with other interesting staretegy on other grades.

## REFERENCES

- Arnold. 2002. *Introduction to Applied Linguistics*, (New York New York: Oxford University Press.
- Ary, Donald. 2010. *Introduction to Research in Education, 8th edition*, Wardsworth: USA.
- Brown, H. D. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy 2<sup>nd</sup> Ed*, San Francisco: Addison Wesley Longman, Inc.
- Caroline, T.L. 2006. *Practical English Language Teaching: Young Learners*. New York: MC Graw Hill.
- Celce, Marianne. Elite Olshtain, Murcia. 2000. *Discourse and Context in Language Teaching: A Guide for Language Teachers*. New York: Cambridge University Press.
- Djiwandono, M. S. 2008. *Tes Bahasa*. Jakarta: PT. Indeks.
- Heaton, J.B. 1974. *English Language Test*. San Francisco: Longman.
- Gebhard, J.G. *Teaching English as a foreign language*.
- Hatch, Evelyn. 1995. *Vocabulary, Semantics, and Language Education*. United Kingdom: Cambridge University Press.
- Harmer, J. 2007. *The Practice of English Language Teaching (Fourth Edition)*. England: Pearson Longman.
- Hornby, A. S. *Oxford Advanced Learner's Dictionary of Current English*.
- [http:// puzzles-teach-vocabulary.html](http://puzzles-teach-vocabulary.html) accessed on 26/11/2012/06.30
- [http://dictionary-software-review.toptenreviews.com/some-simple-ways-toimproveyour- vocabulary.html](http://dictionary-software-review.toptenreviews.com/some-simple-ways-toimproveyour-vocabulary.html).aceesed on 26/11/2013/06.30
- [http:// puzzles-teach-vocabulary.html](http://puzzles-teach-vocabulary.html) accessed on 26/11/2012/06.30
- Jean, L.M. 1980. *Webster New Twentieth Century Dictionary Unabridge*: William Collins Publisher.
- Mujis, Daniel. 2004. *Doing Quantitative research in education*, ( London : Sage Publication.

- Nunan, David. 1992. *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Richards, Jack. Platt, John. Weber, Heidi. 1995. *Longman Dictionary of Applied Linguistics*. Cambridge University Press.
- Riddell, David. 2003. *Teaching English as a Foreign Language*, London: Hodder Headline.
- Riduwan. 2007. *Metode dan teknik Menyusun Tesis*. Bandung: Alfabeta.
- Sudjana. 2002. *Metoda Statistika*, Bandung: Tarsito.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. London: Longman.
- Tinambunan, W. 1998. *Evaluation of Student Achievement*. Jakarta: Depdiknas.1988.
- Zuriah, N. 2006. *Metodologi Penelitian Sosial dan Pendidikan (TeoriAplikasi)*. Jakarta:BumiAksara.