

## CHAPTER IV

### CONCLUSION

This chapter is intended to present the summary of the study and suggestion for the findings of this study.

#### 4.1 Summary

The English language which is taught in Indonesia as a foreign language is quite different from the Indonesian language. The differences are not only in pronunciation, spelling and vocabulary but also in the structure of both languages.

Although students have learned English since they are in Junior High School, some of them find that English is difficult to learn. They may understand the meaning of the sentences that they read but when they are asked to make sentences of their own, especially in using the conjunctions, they can not do it. It seems that conjunctions are easy but actually they are not as simple as students consider. The misuse of the conjunctions would make the listeners confused. To overcome this and to help the students as well as to arouse the students' interest, the use of pictures are suggested in the teaching learning process.

By using pictures in the teaching learning process, the teachers can develop the students motivation and interest that provide high achievement. Besides, if the teaching learning process is interesting, the students will like to learn English well and they may become motivated in the learning of the English

language because they will find that English is not difficult to learn. In addition, they could use the pattern of the English grammar well, especially in using the conjunctions.

#### 4.2 Suggestions

Pictures as one kind of visual aids are quite important to use in the teaching learning process because they can motivate the students in learning the language.

Moreover, pictures can represent not only simple situations like opening the door, closing the door, standing up, etc but also the difficult situations such as catching the bus, running after a thief, etc.

Looking at the result that pictures offer, it is suggested here that:

1. The teacher should, if possible, use pictures in teaching parts of speech. By using pictures, the teacher can familiarize his students with many kinds of nouns, pronouns, verbs, adjectives and prepositions.
2. The teacher should use pictures in teaching vocabulary. Here, pictures help teachers illustrate something that can not be explained by showing real objects, such as : a cow, a horse, a rabbit. Real objects are too difficult for teachers to bring in the classroom.
3. The teacher should use pictures in teaching reading comprehension. In this case, pictures can be used as reinforcement to help the students understand the whole reading passage clearly.

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