Chapter V

Conclusion And Suggestion
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CONCLUSION AND SUGGESTIONS

As a conclusion of this study, the writer would like to give readers an overall view of what she has discussed in the previous chapters. In addition, she would like to give some suggestions that may be useful for English teachers when they want to use the suggested technique in teaching grammar (tenses) communicatively for the first year students of Junior High School.

5.1 Conclusion

Nowadays, English has become a more important language which is used by people in the world to communicate with others.

In Indonesia, English also plays an important role. It has been taught to students starting from Elementary to University. The 1994 curriculum states that grammar is just as a supported skill in learning reading. However, it still has to be learnt because grammar does not only play an important role in written language, but also in spoken language. Students who are good at grammar, in this case the
tenses, will find less difficulty in writing, speaking, and reading.

Concerning this matter, the writer tries to introduce picture stories as the easiest media to teach tenses communicatively for the first year students of Junior High School.

Picture stories as one of the visual aids which depict interesting situation or topic and include several people and actions and using these steps (see Chapter IV on p.55) can be a great help to teachers in doing their duty. Picture stories can improve the students' interest in following the lessons and as a result they will pay attention in the study. In short, picture stories play an important role in learning English.

Hopefully, the teaching using picture stories can be useful to help the first year students of Junior High School to improve their mastery of English tenses.

5.2 Suggestions

At the end of this study, the writer would like to give her suggestions to the English teachers, especially in teaching tenses communicatively through picture stories for the first year students of Junior High School. The writer hopes that the suggestion will
be helpful to encourage Junior High School teachers to apply the suggested technique for innovating their way of teaching so that the aims of teaching could be achieved.

English teacher can use picture stories to teach other tenses but they should select the picture stories which are appropriate to the students level, for example, if the teacher wants to discuss Present Perfect Tense, she must find picture stories that consist of Present Perfect only. The picture stories will be better if they are colourful because they are more interesting. Furthermore, the humorous picture stories can stimulate the attention and interest of the students.

The English teachers should create a story by himself, if he finds a good picture but there is no story. In creating the story the vocabulary should not be too difficult for the students.

The teacher may give assignments to the students consisting of some topics that have been discussed. For example, after discussing Present Continuous and Simple Present, the teacher may give picture stories that consists of the two tenses (see the examples on p.124 Appendixes)

The writer realized that her study is still a theoretical. It has not been served in practice yet, so she hopes that this study will give some guidance
and information to English teachers who want to use the technique suggested. Finally, the writer hopes that there will be another teacher candidate conducting a field research to prove the use of picture stories in teaching grammar (tenses) is really helpful and more efficient.
Bibliography
BIBLIOGRAPHY


