

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the writer would like to conclude and give some suggestions.

5.1 Conclusion

Pictures as an alternative medium in teaching English (adjective comparison). Some reasons are provided. Firstly, pictures are interesting. Using pictures can break the monotony in learning English comparison, because pictures have different size, color, and type. Secondly, pictures are economical. English teachers do not spend a lot of money to get pictures. They can cut from magazines, newspaper, calendars, etc. Even the teachers do not have time to cut pictures, they can draw by themselves.

Thirdly, pictures are practical. The teachers do not need a long explanation to make students understand about English comparison. On the other hand, pictures make students more courage to speak and participate in learning English adjective comparison than the teacher. Lastly, pictures are effective. Pictures can bring the real situation outside to the classroom and replace students' activities of being asked in front of the class.

Realizing that pictures have many advantages, the teacher has to use them as an alternative medium in teaching English comparison. But the teacher has to select the appropriate pictures in teaching English adjective comparison. According to the criteria of good pictures, the researcher chooses individual

pictures in teaching English comparison. Since individual pictures do not contain many illustrations in a single picture, so that this pictures are clearer than composite and series of pictures. That is why by using individual pictures students are easy to understand about English comparison.

By using individual pictures, the researcher tries to present the new technique in teaching English comparison. The researcher does not present it separately, but she present English comparison using pictures integratedly including speaking, writing, reading, and listening. Therefore, students are not only improving English comparison, but also their four language skills namely reading, listening, speaking and writing.

5.2 Suggestions

The writer tries to give some suggestions to the English teachers, the school authorities, and the other researchers. - **To the English Teachers.**

1. Knowing the phenomenon that the 1994 Junior High School Curriculum needs a creative teacher, the English teachers should develop themselves to be more creative to give varieties in the teaching learning process.
2. In using pictures as an alternative medium, teachers have to be able to find the good one which is appropriate with the material. Besides, picture should encourage active learning, reflect students' interest, and suit the curriculum in the school.

- To the School Authorities

The school authorities have to help the teacher to provide medium, a least they give suggestions to the teachers to give medium when teacher teaches some

materials in order to arouse students' interest and help them to improve their English.

- To the Other Researches

In this thesis the writer uses descriptive analysis or library research. The writer hopes that there will be other researches who do this study as an experiment to prove whether picture can be used to improve the students' ability to use English comparison in both spoken and written English communicatively.