

CHAPTER V

CONCLUSION AND SUGGESTION

Based on analysis presented in chapter IV, the writer would like to draw some conclusions and offer the suggestions as follow:

5.1 Conclusions

There are some conclusions that can be noted base on the result of the analysis:

1. The use of pictures is effective to teach present progressive for eleventh grade students in SMA Kristen 1 Kupang in the school year 2017/2018
2. The use of pictures to improve the mastery of present progressive tense was implemented in two cycles. In the **first cycle**, pictures were used to elicit students' knowledge about the formula of present progressive tense. In **second cycle**, the same steps were used to strengthen students' mastery of present progressive tense.
3. The students' level of present progressive in the pre-test was below average (48.89) while the post-test level I is good (80.89) and post-test II is very good (93.88). The pre-test was given before they had been taught without using pictures and post-test was given after they had been taught using pictures technique.
4. In teaching present progressive without technique or games especially pictures students had low motivation in classroom interaction but in implementing

pictures the students had highest motivation in learning English especially about present progressive.

5.2 Suggestions

Based on the result of the research, the writer gives some suggestions for English teacher, students, and readers as follows:

1. The result of this study shows that using pictures is effective in improving students' vocabulary mastery so the English teacher is suggested to apply this media in his/her teaching learning process.
2. The English teacher of the reseacher school should pay attention to students' need and characteristics by giving them some techniques to make the easier to learn English.
3. The English teacher should be more serious in helping the students to develop their skill in English especially about present progressive.
4. Pictures technique can be make an alternative to overcome student's boredom in learning English.
5. This strategy or technique is suggested be used by English teacher or other researcher.

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