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## CHAPTER V

### CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

#### V.1. The Conclusion

The main purpose of the research was finding out the significant effect of using pictures through Background Knowledge strategy on students' vocabulary mastery and writing ability. Based on the discussion of the eight research questions and alternative hypotheses, the last findings of the research were described as follows:

1. There was no significant difference of pre-test vocabulary mastery between the experimental group and control group, which meant the students' vocabulary mastery both in the experimental group and control group were equivalent before being given the treatment.
2. There was a significant difference of post-test vocabulary mastery between the experimental group and control group. It meant that the students' vocabulary mastery in the experimental group and control group were different after being given the treatment.
3. There was a significant difference between pre-test and post-test vocabulary mastery in the experimental group, in which the treatment of using pictures through background Knowledge strategy could give a large significant effect on the students' vocabulary mastery in the experimental group.

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4. There was a significant difference between pre-test and post-test vocabulary mastery in the control group, in which the teacher's strategy or Rapid Writing strategy only could give a moderate effect on the students' vocabulary mastery in the control group.
5. There was no significant difference of pre-test writing ability between the experimental group and control group, which meant the students' writing ability both in the experimental group and control group were equivalent before being given the treatment.
6. There was a significant difference of post-test writing ability between the experimental group and control group, which meant the students' writing ability in the experimental group and control group were different after being given the treatment.
7. There was a significant difference between pre-test and post-test writing ability in the experimental group, in which the treatment of using pictures through Background Knowledge strategy could give a large significant effect on the students' writing ability in the experimental group.
8. There was a significant difference between pre-test and post-test writing ability in the control group, in which the teacher's strategy or Rapid Writing strategy only could give a moderate effect on the students' writing ability in the control group.

Based on the last findings above, it could be concluded that the answer for the general research question of this research was "there

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was a significant effect of using pictures through Background Knowledge strategy on students' vocabulary mastery and writing ability at Islamic Junior High School of Technology Boarding School of Riau Pekanbaru”.

## **V.2. The Implication of the Research**

In order to improve the students' vocabulary mastery and writing ability, the teacher should be able to use appropriate media and learning strategies. The learning strategies should be effective, efficient, and relevant to the students' need in order to achieve the learning objectives. The use of pictures through Background Knowledge strategy is one of the learning strategies that can be applied to improve students' vocabulary mastery and writing ability. It is considered as an effective, efficient, and relevant strategy that assist the students to encourage their vocabulary and to guide the students step by step in the process of writing, particularly in writing descriptive texts.

Thus, the implications of this research were mentioned as follows:

1. The use of pictures through Background Knowledge strategy could improve the students' vocabulary mastery. The students could mention many words through the pictures shown.
2. The use of pictures through Background Knowledge strategy could improve the students' writing ability, particularly in writing descriptive paragraphs. The students had clear steps to write. They started from

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analyzing the pictures and activating their background knowledge to describe the pictures.

3. The use of pictures through Background Knowledge strategy could help both the teacher and the students during the teaching and learning process. The teacher could model how to write descriptive paragraphs easily, then the students would be more easy and happy to write descriptive paragraphs based on the examples given.

### **V.3. Recommendations**

Considering the significant effect of using pictures through Background Knowledge strategy on students' vocabulary mastery and writing ability, the writer would like to give some recommendations. They are as follows:

1. For the students

It is suggested to learn and practice more the use of pictures through Background Knowledge strategy in learning process in and out of the classroom.

2. For the teacher

It is suggested to apply and improve the use of pictures through Background Knowledge strategy in order to provide effective learning strategies in teaching and learning process.

3. For the institution

It is suggested to introduce and develop the use of pictures through Background Knowledge strategy for the teachers, students,

and other educators as an alternative learning strategy, particularly in teaching vocabulary and writing.

Finally, the writer realized that this research still needs corrections and improvement from other researchers that have similar discussions with this research. Therefore, constructive comments, critiques and suggestions are really appreciated.

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