

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This study examines the use of English picture dictionaries to determine whether students' reading interest and vocabulary have improved through this learning medium. The research process employed the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, which aligns with the principles of the independent curriculum and student learning needs. Based on the data obtained, this picture dictionary is suitable, effective, and practical to use as a learning medium that can be used at home. The results of the study show that:

- a. This picture dictionary has been successfully developed and is fit for use. A feasibility test was conducted based on validation results by three experts: material, design, and language.
- b. This dictionary was also effective in increasing students' reading interest and vocabulary. This was evident in the increase in students' mean scores from pre-test to post-test, from 49.61 in the pre-test to 86.53 in the post-test, with an average increase of 36.92 points. This indicates significant improvement in material mastery after using the picture dictionary.
- c. Finally, this picture dictionary is practical to use because it presents vocabulary accompanied by clear and relevant images, making it easier for students to understand and remember new vocabulary. This picture dictionary can also be accessed via mobile phone or laptop, making it easier for students to study at home.

This confirms that the development of this illustrated dictionary is feasible, practical and effective for use as a learning medium and can be used anywhere and anytime.

5.2. Recommendation

a. For English Teachers

Teachers are advised to utilize picture dictionaries as a learning tool to introduce vocabulary and improve students' speaking skills. Picture

dictionaries can be integrated into various classroom activities, such as vocabulary games, group discussions, and speaking exercises, making learning more interactive and engaging. Furthermore, teachers should adapt the use of picture dictionaries to the students' ability levels and the current learning topic to ensure optimal use of this tool.

a. For Students

The use of picture dictionaries should not be limited to just being at home but should also be used for learning in class, of course with the agreement between parents and the school so that students are allowed to bring cell phones, of course under supervision from the teacher.

b. For Future Researchers

The development of picture dictionaries can be directed at expanding the range of themes or topics to make the medium more diverse and usable for various English language competencies. Similar research could also be conducted at different educational levels or with a larger sample size to assess the effectiveness of this medium more comprehensively.