CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion presented in *Chapter IV*, it can be concluded that the implementation of visual aids effectively enhanced the vocabulary mastery of third-grade students at SD Mulia Bakti Purwokerto through a systematic CAR process. The enhancement was reflected in both quantitative and qualitative findings obtained throughout the two research cycles.

Quantitatively, students' vocabulary mastery showed consistent improvement across the cycles. The mean score increased from 61.57 in the pre-test to 78.71 in the post-test of *Cycle I* and further increased from 70.14 in the pre-test to 86.42 in the post-test of *Cycle II*. The final mean score exceeded the predetermined success criterion (≥70), and all students achieved the school's minimum mastery criterion (KKM). These results indicate that the use of visual aids contributed positively to students' vocabulary learning outcomes. The findings also demonstrate that vocabulary enhancement occurred progressively, with instructional revisions in *Cycle II* helping to optimize students' achievement and reduce score disparities among learners.

Qualitatively, the observation results revealed positive changes in students' learning behaviour during the implementation of visual aids. Students became more attentive, actively engaged, and confident in participating in vocabulary learning activities. The use of flashcards, printed pictures, digital visual materials displayed through the IFP, real objects, vocabulary labels, and illustrated worksheets helped students understand vocabulary through concrete and meaningful representations. These visual experiences supported students in establishing stronger connections between word forms and meanings, facilitating vocabulary comprehension, retention, and recall. Furthermore, repeated visual exposure, guided practice, pronunciation modelling, and structured review activities contributed to strengthening students' vocabulary learning.

The findings suggest that visual aids enhanced students' vocabulary mastery through several interconnected mechanisms. First, visual aids attracted students' attention and increased classroom engagement. Second, they facilitated vocabulary comprehension by providing concrete representations of vocabulary items. Third, repeated visual reinforcement supported vocabulary retention and recall. Finally, the effectiveness of visual aids was further strengthened through instructional revisions implemented during the CAR cycles. In addition, the findings provide additional evidence regarding the effectiveness of visual aids in a multilingual elementary school setting.

B. Suggestions

Based on the results of the research, several suggestions are proposed for teachers, students, and future researchers.

1. For Teachers

Teachers are recommended to use visual aids as an effective strategy in teaching vocabulary, especially for young learners. Visual aids help transform abstract vocabulary into concrete and meaningful representations. In addition, teachers should provide clear pronunciation modelling, structured review activities, and sufficient repetition to reinforce vocabulary retention. Designing interactive and student-centred activities is also essential to increase students' participation and engagement.

2. For Students

Students are encouraged to actively participate in learning activities and to practice vocabulary regularly. Paying attention to visual materials and engaging in repetition can support vocabulary retention. Students should also practice using new vocabulary in simple contexts to strengthen their understanding and build confidence.

3. For Future Researchers

Future researchers are suggested to investigate the use of visual aids in different educational contexts, such as different grade levels or language skills, to obtain broader insights. Further studies may also combine visual aids with other instructional strategies or explore both receptive and productive vocabulary mastery using more varied assessment techniques.