CHAPTER V

CONCLUSION AND SUGGESTION

The purpose of this study is to investigate whether there is any significant difference on the speaking achievement of IC storytelling students before and after taught using picture series. In this chapter, the writer discusses the conclusion, provides a suggestion for the teacher and recommendation for further studies with a similar topic of this study.

5.1 Conclusion

This study is a pre-experimental design with pretest and posttest, and is conducted to analyze a certain extend on the use of picture series that significantly affect the narrative speaking achievement of the students. Some of the students are still unable to use their English in order to communicate to other people properly, they need some techniques and media to help them get ideas about what they are going to say. Picture series facilitate students to get and develop ideas according to the sequences seen in the pictures. Picture series stimulate the students to add a better detail to their stories by looking at other object drawn in the picture to make their story better. It has been proved that picture strip series make the students become more interested in learning narrative speaking, due to the attraction that picture series can give.

Through picture series, the students learn how to develop their stories and how to give details to each of the stories. They also can learn from mistakes that are made by their friends and help each other before the performance. All of the students gotthe same chance to come in front and contribute to the class' activity. The class' atmosphere was also conducive and it did encourage them to tell the story better than before. In conducting this study, the writer took the batch 2017 storytelling class of Widya Mandala Catholic University Surabaya as the participants.

The first thing that the writer did was conducting the pretest and the topic was "Catching Thief." After that, the writer gave the students three treatments using picture series and the topics were "The Brave Mountain Climber", "Surprise Box" and "Waiting for a Bus". Then the writer gave the students a post-test, having similar topic as the pre-test. After getting the students' scores for both pre and post-tests, the writer calculated and analyzed them.

Based on the finding of the study, the writer can conclude that storytelling picture series improve the students' speaking ability. Therefore, it is a suggested as an alternative technique in teaching speaking.

5.2 Suggestion

The writer realizes that the study was not perfect. The writer would like to propose some suggestions, which will be contributed for English teachers and further studies.

5.2.1 Suggestions for English teacher

Becoming a teacher may seem easy to some people, but becoming the real teacher is not just about coming to school and giving some worksheets to your students and then you leave them. Becoming a teacher means educating people, making people from unable to able, facing thousands of character of your students. It is never easy to become a teacher. A teacher needs to be caring and creative, especially if the teacher wants to teach some specific class like speaking class or storytelling class.

Picture series does give a significant difference to the students' speaking achievement, it also appears as a fun media that a teacher can use, so the students can learn effectively in a fun way of teaching. Many kinds of picture series can be found through the internet or books. Many sites also provide qualified picture series into some level of difficulties that a teacher

can choose for her class. Some of the sites also let the internet users to download all their picture series with no charge.

5.2.2 Recommendation for further Research

This study was conducted in one class of storytelling consisted of 17 students and within 5 weeks of the experiment. The treatments could only be done three times due to the limited time allocation. It will be better for the further researcher to do the treatments more than three times, for a better result of posttest. The students practice during treatment time, so the more treatment they receive the more they will practice. The treatments are ideally conducted around 3-6 times.

The writer also suggests further researcher to search more of picture series used in treatments by looking at other references or sites. The picture series used by the writer are originally black and white. The writer has tried in vain to look for another colored picture series that match the students' level of difficulty. The colored picture series that the writer has browsed are made for kids. Thus, somehow, they are too easy for university students like the writer's subject. It will be better for the further researcher to find colorful picture series to attract the students more.

For the future studies, she hopes that there will be a lot more researchers comparing picture series to other techniques, to see whether using picture series as a media to teach speaking could be more effective to teach speaking. The writer suggests the future studies or researchers to compare picture series to story completion or storytelling chain. The writer also finds out that picture series can be used as a media to teach narrative writing to the students, the further researcher may use picture series to teach other English skills such as writing. In order to make our students learn better, teachers will need to use media to help them guide the students.

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