

# THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion. The conclusion part contains the summary of the main points that have been discussed in the previous chapter. The other part contain suggestions for the teaching of English and recommendation for further research.

#### **Conclusion**

One of the great things in using pictures is that visual images stimulate student's perceptions directly, while written words can do this indirectly. Pictures also create more student-teacher and student-student discussions, it draw students' attention and capture their interest.

This study was conducted in a private primary school in Kupang, East Nusa Tenggara. The population was the fifth grade students. The sample of this study is taken from three out of four classes. Class V-D was the pilot group, V-A was the experimental group, and V-C was the control group. Those classes were randomly decided since there was not any significant difference between the english achievement of the classes. The treatments were done four times. The writer was using a quasi-experimental design since she used the intact class. The data of this study

## THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

were taken from the pretest and the posttest.

In order to answer the research question, the writer analyzed the data by using t-test. The results of t-test design showed that the hypothesis (H<sub>A</sub>) was accepted since there was a significant difference between the speaking achievement of the experimental group and the control group's. In other words, it can be concluded that Picture Describing gets better results than Storytelling.

### **Suggestions for English Teachers**

Based on the result of this study, there are some suggestions that the writer would like to give to English teachers, especially to the fifth grade English teachers:

- Picture Describing can be considered as a technique to enhance the students' motivation and self-confidence in speaking.
- Materials for Picture Describing should be chosen carefully, so that they will be appropriate for the students level of competence. Moreover, the teachers should choose stories that are not really familiar for the students. Otherwise, they will use their background knowledge to create a story.

## THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

### **Suggestions for Further Research**

There are some suggestions for further research on teaching learning activities that the writer can suggest:

- The treatments should be given more than four meetings, so that It will give the students time to adjust in the teaching-learning activities.
- There has to be a vocabulary goal in each meeting that the students have to include in their stories.
- When doing the storytelling, the researcher has to make sure that the teacher has the skill to deliver a story and a proper pronunciation.

## THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

### References

- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: RT. Rineka Cipta.
- Bailey, K. M. (2007). *Practical English language teaching: speaking*. Higher Education Press.
- Boyd, S. D. (2013). *A Short Guide to Effective Public Speaking*. School for Champions
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge University Press.
- Canning-Wilson, C. (2001). Visuals and language learning: Is there a connection?. *Retrieved September,15, 2005*.
- Harmer, J. (2007). *The practice of English language teaching*.
- Hill, D. A. (1990). *Visual Impact: Creative Language Learning through Pictures*. Harlow: Longman.
- Hornby, A.S. (2000). *Oxford Advance Learners Dictionary of Current English*, Great Britain, Oxford University Press.
- Hotman, F., & Giesey, R. E. (2010). *Francogallia*. Cambridge University Press.
- <https://blog.pond5.com/6477-storytelling-101-the-6-elements-of-every-complete-narrative/>
- Jin, B. (2008). *Application of Communicative Approach*.
- Kayi, H. (2012). Teaching speaking: Activities to promote speaking in a second language. *Новейшие научные достижения*, 12(2012).
- Karsono, P. (2014). Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana. *Dinamika Ilmu*, 14(2), 190-213.
- Krashen, Stephen D. (1988). *Second Language Acquisition and Second Language Learning*. Prentice-Hall International.
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill/Contemporary.
- Nurvitasari, H. (2014). Improving Students'speaking Ability By Using Picture: A Classroom Action Research at the Tenth Grade Students of SMA Negeri 3 Ketapang in the Academic Year

## THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

- 2013/2014. *West Kalimantan Scholars: Studies on English Language and Education*, 1(1), 18-37.
- Piaget, J. (1976). *Piaget sampler: An introduction of Jean Piaget through his own words*. New York: Wiley.
- Spiro, J. (2006). *Using Storytelling to Home Language Skills*. Oxford: Oxford University Press.
- Styati, E. W. (2016). Effect of YouTube Videos and Pictures on EFL Students' Writing Performance. *Dinamika Ilmu*, 16(2), 307-317.
- Thornbury, S. (2004). *How to teach vocabulary*. New York: Prentice Hall.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of child psychology and psychiatry*, 17(2), 89-100.
- Wright, A. (1990). *Picture for language learning*. Cambridge University Press.
- Zainatuddar, Z. (2015). Teaching Speaking in English by Using the Picture Series Technique. *English Education Journal*, 6(4), 443-456.