

CHAPTER V

CONCLUSION AND SUGGESTION

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In this last chapter, the writer presents her conclusions, suggestions and recommendation concerning the teaching of speaking through picture stories.

5.1 CONCLUSION

As one of the four basic language skills in learning English as the first foreign language, speaking plays an important role in communication. However, the writer realizes that the teaching of speaking at SMK level tends to get less attention if it is compared with the teaching of reading. It is because the application of 1994 curriculum that emphasizes more on the reading skill. Consequently, many students of SMK often face a lot of difficulties to communicate orally. The writer observes that many students are confused on how to begin a dialogue and what they should say in the dialogue. They often feel unmotivated and uneasy every time they are asked to make a dialogue because they have problems in getting ideas and composing their ideas chronologically. To overcome the problem mentioned above, students should be given a new way of teaching that can help them stimulate and compose their ideas in a good dialogue.

In this study, the writer suggests a new speaking technique that is the use of picture stories in speaking classes. In proving this technique, all of the first year students of SMK Artha Bodhi Iswara belonging to the academic year 1999-2000

were involved as the subject of this study. The result of the three given treatment as reflected by the post-test score. The scores indicate that there is a significant difference in the students' speaking achievement between the two groups-control and experimental. The mean score of the post-test of the control group is 70.75 and that of the experimental group is 76.85. The above means show that the students taught using picture stories have better speaking achievement than those taught without picture stories, that is the conventional method. Through picture stories, students can learn as well as refresh their mind.

All in all, picture stories can be said as an advantageous technique, because they can help students to get a clear description about what is being discussed and increase their achievement in mastering speaking.

5.2 SUGGESTION FOR THE TEACHER

To improve the students' speaking achievement optimally, teacher should be creative in providing the pictures. The teacher are expected to choose the materials carefully. The pictures should be interesting, easily understood, familiar and arranged in chronological order. They should also be able to motivate the students to discuss. These picture can be a refreshment for the students from the boring materials. Teachers can develop this technique by giving colorful picture stories drawn in a large piece of cartoon or on a series of transparencies.

In applying the use of picture stories in teaching speaking, the teacher should be able to encourage the students to be active in class by stimulating them in expressing their ideas. For instance, before the students began to make a

dialogue, the writer had asked some oral questions concerning the pictures. By doing this, the students were encouraged to express what they saw whether it is the situation, the activity, on the setting beyond the picture stories.

The speaking teacher should limit the number of the students of each class. The writer suggests that the proper number of students are not more than 20. The purpose is that the students have more time to practice their speaking skill.

Finally, the writer hopes that English teachers who teach speaking should take this technique as a refreshment technique for teaching speaking in class. The writer will also be very grateful if this study can be a useful contribution towards the teaching of speaking.

5.3 RECOMMENDATION FOR FURTHER RESEARCH

After completing this study, the writer also wants to share her experience related to the weaknesses she found in this study.

First, the research instructor in this experiment is the writer herself. It may have given more accurate result if the next researchers take the other teachers to do the treatments.

Second, the treatments of this study was only three times for each group, experimental and control group. It may have given more complete result if the number of treatments are increased in order to reach more reliable result.

Third, the writer only took the materials (picture stories) from a certain book so the pictures used in this study are limited to a certain part. Therefore, the result can not be generalized to all kinds of speaking materials.

All in all, due to some limitations in this study, the writer realizes that ideally, in conducting further research, other researchers take the other teacher to do the treatment, give more treatment, and use more various sources of speaking materials (picture stories) for achieving more complete and valid result.

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