

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the discussion in the previous chapter, the researcher made conclusion to answer the problem statements that the researcher found based on the research. It can be seen as follows:

1. The implementation of teaching speaking by using picture strip story consisted of four cycles. Every cycle consisted of two meetings, there were online meeting and offline meeting that conducted post-test. Before the cycle occurred, the pre-test was given to the students to know how far their speaking skill before the researcher doing research. In the implementation of cycle, the students in the class divided into 4 groups consists of 5-6 members. The first cycle students had to retell the story that had been given by the researcher. The steps in implementing the first cycle were that students were divided into 4 groups, each group consisting of 5-6 students. Before perform in front of the class, the students discussed with their group the part of the story they got. Then each group perform in front of the class and each student told the part of the story that they had discussed previously. In the second cycle the students were given the chain story, in each group the students had to study the content of the text and the sequence of the stories.

Then each group perform in the class. Each student was given a random part of the picture, each of them was required to tell part of the picture that is obtained spontaneously. In the third cycle students were given directions to use the role-playing technique. The stories obtained by each group are the same. Each group consisting of 5-6 students was required to act out the part of the story that was obtained. The fourth cycle still used role playing. The procedure used was the same as in the third cycle, the differences were the productivity of words used by students that must be more than the previous cycle.

2. The use of media picture strip story can improve the students' speaking skill. The improvements of the students' speaking skill could be seen from the result of the test. The students' mean score is 39,1 in pre-test, 44,3 in post-test 1, 54,1 in post-test 2, 70,2 in post-test 3 and 75,2 in post-test 4. It showed the improvement of the students' mean score after they were given treatment by using picture strip story.

5.2 Suggestion

Having concluded the result of the research of using picture strip story in teaching speaking, the researcher would like to propose some suggestions as follow:

1. For the English teacher

- a. It was important to develop enjoyable situation in teaching learning process so that student would be stimulate to participate in the teaching learning process
- b. Teacher should be more creative in developing new learning study of teaching English in order to make the students more interested in getting involved in the teaching learning process.
- c. It is important to be a self-reflective teacher since it is one of the way to develop teacher professionalism.

2. To the students

The students should be more active learners, and not afraid of making mistakes during teaching and learning process. They should improve their ability in learning English. Picture strip story is one of alternative media that can be used in teaching speaking.

3. For other researcher

This research is one of the ways in improving students' speaking skill. It was expected that the finding would be used as starting point to conduct other research. There must be many others media to make teaching learning process more effective