

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter concludes the report of the research data analysis, findings and discussion in the previous chapter. It consists of two main parts, the first is conclusion of the research and the second is suggestion for the English teachers and for the other researchers who would carry out the similar study.

A. The Conclusions

The aim of this study is to find out: (1) the effectiveness of the five finger retelling technique in teaching speaking; and (2) the students' perception toward the implementation of the five finger retelling technique in teaching speaking in the classroom. The data were collected from pre-test, post-test and questionnaire. The pre-test and post-test were analyzed by using SPSS 16.0 for windows and the questionnaire was analyzed by using the percentage technique.

Regarding to the first question research, the data collection methods were administered from the experimental and control groups. The results were analyzed statistically. From of the *independent t-test*, it could be seen that there was a significant difference between the result post-test of experimental and control groups. The use of the five finger retelling technique in the experimental group showed that the students' scores of experimental group were better compared to the students' score of control groups. It can be concluded that the five finger retelling technique is very effective and has positive impact on the students' speaking skill.

The result of questionnaire was used to answer the second question research. It showed the students' perception on the implementation of five finger retelling technique in teaching speaking at their classroom. This technique gave the positive impact on the students' perception of five finger retelling technique. The students liked the technique for some reasons: (1) the students felt interested in English stories and learning to speak English by using the five finger retelling technique; (2) this technique stimulated them to learn speaking English more and to increase their confidence when they were speaking English; (3) the five finger retelling technique motivated the students to learn English since this technique

was easier to apply, and it also motivated them to find out more new vocabularies;
(4) The five finger retelling technique enthused the students in developing their speaking and their retelling.

B. Limitations

The five finger retelling technique is an innovation technique which can improve the students' speaking skill and gives benefits to the students' performance. But in employing this technique, the researcher faced some limitations. First, this technique needs much time. The students used much time in applying this technique. So, the students' activities in telling the story were not maximal.

The second limitation is related to the text type. In applying this technique, the researcher only developed the recount text. Hence the students only had the limited experience in terms of text.

The third limitation is related to the description of students' activities. Because this study used the quantitative method, this study did not give an in-depth description of the dynamics in the teaching learning process, whereas the dynamics of the classroom is said to have a profound effect on the success of the teaching learning process. A qualitative research design should provide a thick description of the phenomena happening in the teaching learning process. A combination of both research paradigms will give a better account of the teaching learning process.

C. Recommendation

Based on the findings of this study, the five finger retelling is very effective and has positive impact on the students' speaking skill. Therefore this technique is strongly recommended for the English teachers to be implemented in their classroom.

To get the best result which is expected, the future researchers are also recommended to (1) prepare much time and manage the time effectively; (2) use a variety of text types, for example, narrative text; (3) carry out a large scale research to make a strong claim.