

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last section in this paper. It provides the conclusion and presents some suggestions for further research with similar topic.

5.1 Conclusions

This study has investigated the influence of using audio and printed book to students' speaking skills. Based on the data obtained from the speaking test and questionnaire, this study formed two conclusions related to the two questions: (1) Are there any influences of using audio and printed book on students' speaking skills?; and (2) What are the students' responses toward the use of audio and printed book? The conclusions are stated as follow:

Firstly, the use of audio and printed book in this study gave some significant influences on students' speaking skills. This method improves their speaking skills in terms of their vocabulary, pronunciation, grammar, fluency, and comprehension. It was proven by their scores in each test. The result was obtained through comparing the means scores before and during the treatment which were 57.45 and 87.27 in monologue test, for instance. On top of that, by using paired sample test it was found out that the (t) significance 2-tailed is zero ($\alpha = 0 < 0.05$) and it means that the difference was significant.

Second, the students' responses towards the use of audio and printed book were obtained through questionnaire. The study showed that most students were motivated in learning when they got audio and printed book because they were encouraged to speak through discussing and sharing the story which they listened and read before. However, even though some of them felt less motivated, their speaking skills also improved. It was supported by the students' scores in speaking tests. At first, they looked uninterested when they had to read and listen.

But, when it came to discuss the story and listen to the audio more, they became enthusiastic. They began to understand what it was about. Up to this point, the students got some advantages from audio and printed books. (1) The students got much vocabulary; (2) they got the authentic example of the use and the organization of the words in sentences; (3) they could recall the pronunciation of the words; and (4) the class became more pleasant.

5.2 Suggestions

On the basis of the findings, the discussions, and the conclusions that have been presented in this paper, there are some suggestions for further research in terms of using audio and printed books in teaching English.

Firstly, since this study only concerned on students' speaking skills, it is suggested for the further research to conduct a study with integrated skills. Audio and printed books can be a pleasant accompaniment in stimulating the four language skills (listening, speaking, reading, and writing). If the future researcher wants to conduct this study in another level of study, it will be better to choose the audiobook which is suitable for the students. The list of suggested audiobook can be found on www.audiofilemagazine.com, LibriVox.org, or RecordedBooks.com.

Secondly, because this study used quasi-experimental with time series design, the samples and the time are limited. Therefore, the outcome of this study cannot be generalized. For further research, it is suggested to take bigger number of samples and to conduct it for longer time, so that more accurate data and interpretation can be obtained. Furthermore, the use of observation and interview could be employed to support and get credible findings.

Thirdly, for the teacher who wants to use the audio and printed books as the strategy in teaching English, it is recommended to have them frequently. It aims to make them accustomed to listening and reading activity. The more the students listen to audio and read the printed book, the more they will be stimulated to speak English. When the students are independent enough, the

audiobook can be their self-project at home and the students should be ready to discuss it at school.