

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter concludes the result of the study which was obtained from the collected data. It also gives the suggestions for better improvement of next research.

#### 5.1 Conclusion

Based on the data analysis result, the findings have successfully answered the research question. It showed that picture strip story technique can give the outcomes to the students' speaking ability especially in narrative text. The outcomes can be seen from the progress of decreasing students' speaking problem. Besides, there were also students' responses toward the implementation of picture strip story technique. Those two points will be presented as follow.

First, picture strip story technique can be implemented to improve students' speaking ability of ninth graders through several steps, including designing lesson plans, creating research instruments, selecting the appropriate narrative stories, preparing picture strip stories, and determining the appropriate assessments. Then, in the implementation of picture strip story technique, the students were given picture strip story. The students should give descriptions about how their own picture looked like, and then share their ideas to others. After that, they should decide their own story sequence in a group. At the end of meeting, the students were asked to retell the story in front of the class.

Second, the progress of the students' speaking ability of narrative text could be seen from decreasing of problems students encountered in speaking. Before the implementation of picture strip story technique, the students showed the feeling of frightened and anxious to speak. When retelling the story, the students spoke in a lower voice, forgot the appropriate vocabulary, and did not use past tense. However, after the implementation of picture strip story technique, there were some progresses of decreasing students' speaking problem. For instance, when retelling the story, the students showed the feeling of excitement

as indicated by they spoke in a louder voice and used some gestures to entertain the audiences.

In addition, the students also had improvements on their speaking ability, including pronunciation, vocabulary, grammar, fluency, and comprehension. In terms of pronunciation, the students made a progress in term of pronouncing English words. For instance, the students could distinguish pronunciation between /ð/ and /d/ and /f/ and /v/. The students also had progress in pronouncing the word ending -ch and -sh. However, they still faced difficulty in distinguishing pronunciation /t/, /d/, and /id/ to pronounce regular past tense. Furthermore, the students could retell the story from the beginning to the end eventhough some of them still produced hesitations and repetitions. The student also retold the story using their own words with accurate vocabulary as indicated there were improvements on their vocabulary. Besides, in terms of grammar, the students seemed more aware of using past tense to retell the narrative story.

In order to support the result, there was a significant progress of students' speaking score based on the assessment conducted in two times, namely pre-test (before treatment) and post-test (after treatment). The results showed that students' post-test score is higher than pre-test score. The mean score of the students increased from 72.28 in pre-test to 78.81 in post-test. Based on five aspects of speaking including pronunciation, vocabulary, grammar, fluency, and content, students' progress in terms of speaking ability are gradually improved.

Third, for the students' responses towards the use of picture strip story technique in learning speaking, the students showed positive responses since an interesting and enjoyable technique. The students revealed that picture strip story technique can increase their confidence in speaking English, gain students' active participation during the learning process, increase students' creativity, facilitate students to speak, and improve students speaking skill. However, in spite of the positive responses, the students also showed the negative response. The drawback of the use of picture strip story technique is related to lack of preparation.

## 5.2 Suggestions

There are some suggestions given in considering the result of this study after the use of picture strip story technique to improve students' speaking ability of the ninth graders. The findings of this study can present a great innovation to the English teachers who want to implement picture strip story technique in learning speaking. It is because the technique encourages students to speak and increases students' confidence in speaking English. For other next researchers, this study can be used as references to be carried out more with different perspectives related to this technique.