

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter involves two main parts; conclusion and suggestion. In conclusion, all of findings and discussions previously are drawn together to get the summary of the study. Besides, practical implication of the study in the use of problem-based learning in teaching speaking is presented in suggestion as well.

5.1 Conclusions

There are several points that can be drawn in the study. Firstly, the use of series pictures in teaching speaking in procedure text is effective to improve students' speaking ability. These can be seen from the data obtained in this study. Data from speaking test shows that there is an improvement on the students' speaking score. The calculation of t-test in post- test scores shows experimental group got higher score ($M = 77.6000$), than the control group score ($M = 65.0000$). In other word, the t_{obtain} (4.548) is higher than t_{critical} (2.000), meaning that the null hypothesis is rejected. It means that there is a significant difference of means between experimental group that was assigned series pictures and control groups that was not. Moreover, it is also proved by computing the effect size which shows that the use of series pictures as the teaching method had a large effect size in improving students' speaking ability due to r value (0.549) is higher than 0.371. In other words, having been treated by series pictures, students have a significant improvement on their speaking skill in procedure text.

Secondly, the series pictures have some advantages and disadvantages. The advantages are series pictures can facilitate the students to produce spoken

procedure text easily because the pictures urge learners to think about a definite new vocabulary and structure and provide them with the basic materials for their speaking. Another advantage is the pictures assist the students to improve their vocabularies since the pictures provide a lot of words. The use of series pictures can also draw students' attention and motivation because the pictures can create an interesting and fun activity. Moreover, series pictures can help students to absorb material more easily. And the last advantage is series pictures may increase students' self-confidence. Students' anxiety because of improper understanding on the lesson can be eliminated by working in group activity in which they can share their understanding each other.

However, it should be remembered that series pictures has the disadvantages itself. Series picture can be confusing for the students if teacher gave them unclear or too crowded pictures. It made them hard to explain it by words. Teacher also should remember that series picture can be a little bit boring if it used oftentimes.

In short, it can be concluded that series picture is an appropriate medium to improve students' speaking ability. The picture gives many advantages both to the teacher and particularly to the students in developing their speaking skill. Moreover, it will be more effective if students' need and characteristics become the consideration in conducting the method. A good technique will not work well and assist the students in learning unless it is appropriate for their need and characteristics.

5.2 Suggestions

Having accomplished the study, there are some suggestions to propose. The suggestions are in regard with practical development, professional development, and theoretical development. Dealing with the practical development it is much better to conduct the study of using series pictures in teaching speaking other genres, for instance narrative, recount, and so on. Furthermore, it is recommended that series picture is used not only to teach speaking skill, but also to teach other skills, such as listening and writing.

In addition, regarding with professional development, the teachers are demanded to have certain competencies. Those are, first, they should be able to select various kinds of topics which suit the learning objectives and students' needs and interests. Second, the teachers also should have capability in designing and presenting the materials to the students. As the result, the students will be more interested and easier in comprehending the materials.

The last but not least in line with theoretical development. The study was conducted by using quasi experimental design which employs limited sample; therefore, the result of the research cannot be generalized. For that reason, it is suggested for the next researcher on this technique to involve larger samples. If it is possible, the researcher may occupy true experimental design, thus the result of the research can be generalized and implemented widely. Besides pretest, posttest, and interview, teacher observation as instrument using record teaching – learning process during the treatments can be involved to enrich findings of the next researcher.