

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter contains conclusions and suggestions that are presented from the result and discussion on the findings of this study in the previous chapter. The conclusions and suggestions of the study are hopefully able to contribute positively to the English teaching learning process, particularly in using pictures in a speaking class.

#### **5.2. Conclusions**

This study focuses on the use of pictures in a speaking class in one of the elementary schools in Bandung and is divided into two results; the advantages of pictures in a speaking class and students' responses toward the use of pictures in a speaking class.

This study shows that using pictures was appropriate for elementary school students in a speaking class. There are seven advantages that the researcher found: 1) prompting children to speak, 2) increasing children's motivation, 3) providing visualization and increasing children imagination and creativity, 4) helping children in vocabularies, 5) helping the teacher in providing materials and 6) attracting children attention. This result agrees with previous research which shows that there were several benefits or advantages in using pictures.

In addition, the use of pictures in a speaking class was responded positively by the students. They categorized into three responses: cognitive, affective and psychomotor responses.

## **5.2. Suggestions**

Several suggestions are given for both English teachers and further researchers. The suggestions are expected to give some ideas for further and better education life.

For English teachers related to this field, it is recommended that teacher should find more creative pictures and more creative activities in teaching speaking using pictures. The teachers can use this method in every meeting but in various activities. Teaching speaking using pictures can be implemented in any level of school such as kindergarten and junior or senior high school because there are several advantages of the use of pictures in a speaking class.

Further researchers may use another research method in this field. Classroom action research is highly recommended to conduct this research, because the researchers can interact with students and score students' speaking skill directly.