

V. CONCLUSION AND SUGGESTION

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

5.1 Conclusion

Based on all of the data collected from this classroom action research, some conclusions can be drawn as follows:

1. The application of CLT in the form of chained-picture storytelling improved students' ability in speaking in terms of pronunciation, fluency, and comprehension and students' activities well from cycle one to cycle two.
 - 1.1 In the first cycle, there are 15 students (39.47%) who score 74 or more in pronunciation and in the second cycle about 31 students (81.56%) score 74 or more.
 - 1.2 For fluency in the first cycle, 16 students (47.11%) score 74 or more, and in the second cycle about 30 students (78.95%) score 74 or more.
 - 1.3 For comprehension in the first cycle, 18 students (47.37%) score 74 or more, and the same with fluency in the second cycle 30 students (78.95%) who score 74 or more.

Moreover, there is an improvement of student's average score from cycle one into cycle two in each component.

2. The application of CLT in form of chained-pictures storytelling improves students' learning process. In cycle 1 there are 10 students (26.32%) who conduct 75% of the activities. Meanwhile, in cycle 2, there are 30 students (78.95%) who conduct 75% of the activities especially in responding to the opening session and responding to the teacher's questions about the topic enthusiastically (pre-activity), listening to monologue, participating in discussion about the story and the concept of storytelling, doing oral practice by retelling the story using appropriate expression, and taking a part in questions and answer based on the oral practice (while activity) and it makes the students' learning activities better and improved. CLT helps students to communicate in English. This technique encourages their motivation to speak in English since they could retell a chained-pictures story well and creatively.

5.2 Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follows:

1. By using CLT, it is suggested the English teachers to improve their students' pronunciation by doing pronunciation drills or remedial exercises especially for words containing /θ/, /ʃ/, /g/ sounds. It could make the students avoid the same mistakes over and over again. It makes the students remember the mistakes they have made and furthermore they know how to fix it better. Direct correction should be avoided to make the students feel secure. By doing direct correction in front of the other

students, it would make the students who made mistakes felt down and lose their confidence. It should be changed into indirect correction. As the result, the fluency of the students would be improved well. The teacher should also give some keywords, vocabularies input and assistance in improving students' comprehension through teaching and learning process. Direct praises to the students is suggested since the praises would also increased the students' confidence.

2. Applying CLT in the form of chained-pictures storytelling will be difficult at first. The teacher should consider about time allocation in the implementation in the classroom. Since it needs more time, therefore the teacher should make the time as efficient as possible. The teacher should explain the activity clearly. It is better to make sure that the students know exactly what they have to do with the material and the media used in teaching and learning process. Also the teacher should give a chance to the students to ask some questions if they have.