CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This last chapter pervades conclusions regarding to the findings and discussions enlisted in the previous chapter. It also confers several suggestions which is also reflected from a number of weaknesses found in this study addressed to any improvement for the next research of this kind.

5.1 Conclusions

Pertaining to the preexisted findings and discussions, several points of conclusions are extended as follows:

1. There is no significant difference of speaking achievement between the students taught through *silent viewing* and those taught through *sound only technique.* This probably due to relatively indistinctive characteristics owned by these two techniques. They both expose visualization and audio in the language instruction. The point of difference is only in the turns served by these techniques. *Silent viewing* proposes visualization in the beginning of English learning, followed by audio session in the second part of learning. Meanwhile, *sound only technique* offers audio session in

the initial part of learning, and visualization comes right after it in the second turn of English instruction.

2. In spite of the insignificant difference of students' speaking achievement, several prominent premises are found related to the students' achievement in each element of speaking, they are:

    a. Students' achievement increase of pronunciation, grammar, and vocabulary are relatively better taught using *silent viewing technique.* This may regard to the turn of exposure included in this technique. The students are given silent visualization in the first turn of learning while the audio session comes next after it. Students' pronunciation, grammar, and vocabulary seem to be much fostered by the audio session which, in this case, comes as the newest input to the students' mind. It probably blocks the students' previous preexisted input of visualization. In the experimental class 1, it brings on the success of the three speaking elements rather than the other two. This, subsequently, leads to a tenet of interference theory in which retroactive interference, instead of proactive, affects the above result to occur.

    b. On the other hand, students' achievement increase of fluency and comprehension are assumed to be enhanced by the service of *sound only technique.* It may due to a rationale that these two students' elements of speaking are much promoted by the exposure of visualization which comes the latest in this technique. The audio session which enters as the first input of information for the students

abridging their other three speaking elements which comes first in the beginning of learning may be hamperred by their silent visualization. This likely contributes better increase of students' fluency and comprehension in the experimental class 2 instead of their pronunciation, grammar, and vocabulary achievement. The same as that of experimental class 1, interference theory, precisely retroactive interference, is much taken into account to be the eminent cause bringing on this result to ensue.

c. Student's comprehension is the only achievement ranged per element which contributes a significant difference taught by using silent viewing and sound only technique precisely that in the experimental class 2. It is believed to occur because of the students' mental which has been activated. This phenomenon of mental activation, subsequently, gives countenance to prominent emergence of verbalization in the session of silent visualization. Verbalization optimally stimulates the students to tell what they see in the visualization which fosters them to be involved in story-sharing, that is, a process of sharing what they see with their interlocutors. Subsequently, these three phenomena of mental activation, verbalization, and story-sharing strongly promote students' comprehension toward anything they see in the visualization.

5.2 Suggestions

In relation to the conclusions above as well as weaknesses found in this research, a number of suggestions are offered to the teacher and other researchers who intend to conduct similar study to this.

5.2.1 Suggestions for Teachers

1. Related to the achievement increase of pronunciation, grammar, and vocabulary in the experimental class, it is suggested for the English teachers to pay more attention to students' speaking elements of fluency and comprehension which are not as optimal as those three in their achievement. It is better if the teacher gives more drills on the part of silent visualization. This can be done by reviewing for times the pictures seen in the visualization.

2. Meanwhile, concerning on the achievement increase of fluency and comprehension in the control class, the teachers are recommended to expose more the part of audio session since this could not promote students pronunciation, grammar, and vocabulary in this group. They can either provide more emphases on discussion or exercise of the three speaking elements to the students.

3. Since both of silent viewing and sound only technique propose the same main medium-video, also, based on difficulty faced by the researcher while conducting the research, it is suggested for the teachers to have more time of preparation to make the settlement of devices needed to teach

students' speaking by using these two technique. Thus, the allocation time
for teaching and learning process in the class can be maximized well.

5.2.2 Suggestions for Other Researchers

1. Relying on the insignificant difference of students' speaking achievement
   which is probably caused by the identical characteristics of the two
   techniques, it is suggested to better conduct a single research concerning
   on one technique solely, either *silent viewing* or *sound only technique*.
   Thus, it is more expected that the students' significant increase can be
   achieved.

2. This kind of previous research much focused on students' productive
   skills-mostly on speaking and some on speaking. Hence, it is proposed to
   carry one of these two techniques on other language skills mainly the
   receptive ones-reading and writing, so that there will be a larger variety of
   benefits of these techniques.

3. Since the data of students' speaking achievement in each element are not
   normally distributed, it may be more precise for other researchers to make
   up the scoring range to be more various in order to get normally
   distributed data. Besides, the purposive sampling occupied in this research
   may be changed by using simple probability sampling. In addition, the
   number of samples may also be added to be larger so that the whole
   population can be averagely represented.

4. The discussion in this research still mainly and restrictively focuses on
   some typical rationales of mental activation, retroactive interference, and

verbalization. Thus, in order to get more comprehensive analysis, it may be much better for other researchers who intend to conduct similar research to this to concern more deeply on the process of those three psychological phenomena in English instruction. Thus, there will be more innovative enrichment of research for future English instruction.

5. Related to the discussion that retroactive interference existed in the research, it is suggested to the other researchers who intend to conduct similar research as this to add one or more variables into their research such as variable of types of learners, learning strategies, gender, etc. Thus, the analysis why interference theory, either proactive or retroactive interference emerges in the research can be more traced and deepened.