

V. CONCLUSIONS AND SUGGESTIONS

This chapter draws about the conclusions of this research and the researcher's suggestion.

5.1 Conclusions

To answer the formulation of the problem and referring to the results the researcher draws the following conclusions:

1. There is significant difference of students' speaking ability after being taught by using picture series. It means that picture series can increase students speaking ability. It can be seen from the finding of the research. The total gain score of students' speaking achievement from pre-test to post-test is; students' mean score pre-test 1 is 53.6, pre-test 2 is 55, pre-test 3 is 60.5. Meanwhile, the result of mean score from post-test 1 is 64.8, post-test 2 is 66.3, and post-test 3 is 72.8. The researcher also used pair sample of SPSS. The result is 1st pair 11.031 (t-value) > 2.048 (t-table), 2nd pair 14.955 (t-value) > 2.048 (t-table), 3rd pair 23.108 (t-value) > 2.048 (t-table) means that there are significant differences of students' speaking ability after being taught by using picture series. Therefore, the first hypothesis is accepted.
2. Regarding the three picture series which contain different topics given are; activities this morning, special moment, and holiday. The result of mean score for

first discussion is 59.2 and is up to 60.6 in second discussion and then the last discussion is up 66.6. The most improved speaking skill of students is in the third discussion.. The most effective picture series for teaching speaking is the third picture series which was taken from google image with topic holiday. It might be due to the very familiar and interesting material to every student. The picture series used in the third discussion contained familiar topic. And with the topic, students can explore more ideas.

5.2 Suggestions

Based on the findings, the researcher suggests that:

1. After having the research of applying picture series in helping the students to enhance their speaking ability, the researcher suggests that the English teacher apply picture series in the classroom for teaching.
2. Since pronunciation got the lowest increase, the teacher should give more attention to students who have difficulty in pronunciation. Teacher should show the students clearly how to pronounce the words correctly. In the beginning of the class session, teacher asks the important vocabularies that will be used from the students then teacher show how to pronounce them. Since the topic discussed is related to past experience or past activities, explore more verbs from the students and tell them how to pronounce them before guiding them to make sentences related to the activities in the past event they discussed about. In the last session when students performing in front of the class about their result discussion,

teacher corrects the mispronounced vocabularies and show all the students how to pronounce correctly.

3. The researcher suggests to apply picture series in the other skill and use interesting topic such as imaginative topic or something which is close to their daily life to increase students' interest and activate them in class. Teaching other language skill by using picture series can be conducted similarly to teaching speaking. It can be done by building students' interest by discussing about interesting topic, sharing interesting experience related to the topic, applying picture series to guide students understand the text organization , and asking them to make their own story.