

THE EFFECT OF PICTURE DESCRIBING AND STORYTELLING

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion. The conclusion part contains the summary of the main points that have been discussed in the previous chapter. The other part contain suggestions for the teaching of English and recommendation for further research.

Conclusion

One of the great things in using pictures is that visual images stimulate student's perceptions directly, while written words can do this indirectly. Pictures also create more student-teacher and student-student discussions, it draw students' attention and capture their interest.

This study was conducted in a private primary school in Kupang, East Nusa Tenggara. The population was the fifth grade students. The sample of this study is taken from three out of four classes. Class V-D was the pilot group, V-A was the experimental group, and V-C was the control group. Those classes were randomly decided since there was not any significant difference between the english achievement of the classes. The treatments were done four times. The writer was using a quasi-experimental design since she used the intact class. The data of this study

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were taken from the pretest and the posttest.

In order to answer the research question, the writer analyzed the data by using t-test. The results of t-test design showed that the hypothesis (H_A) was accepted since there was a significant difference between the speaking achievement of the experimental group and the control group's. In other words, it can be concluded that Picture Describing gets better results than Storyelling.

Suggestions for English Teachers

Based on the result of this study, there are some suggestions that the writer would like to give to English teachers, especially to the fifth grade English teachers:

- Picture Describing can be considered as a technique to enhance the students' motivation and self-confidence in speaking.
- Materials for Picture Describing should be chosen carefully, so that they will be appropriate for the students level of competence. Moreover, the teachers should choose stories that are not really familiar for the students. Otherwise, they will use their background knowledge to create a story.

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Suggestions for Further Research

There are some suggestions for further research on teaching learning activities that the writer can suggest:

- The treatments should be given more than four meetings, so that It will give the students time to adjust in the teaching-learning activities.
- There has to be a vocabulary goal in each meeting that the students have to include in their stories.
- When doing the storytelling, the researcher has to make sure that the teacher has the skill to deliver a story and a proper pronunciation.

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