CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter the writer presents her conclusion, suggestions and recommendation concerning the teaching of speaking trough pictorial story and reading passage.

5.1 Conclusion

As one of the four basic language skills in learning English as the first foreign language, speaking plays an important role in communication. However, the writer realizes that the teaching of speaking at elementary level tends to get less attention if it is compared with the teaching of reading and it is not appropriate with the application in the Competency-Based Curriculum which emphasizes more on speaking skill – students have to be active in the teaching-learning activities whereas the teacher or the facilitator provides them with topics of discussion. Consequently, many elementary students often face a lot of difficulties to communicate orally. The writer observes that many elementary students are confused on how to speak in English and what they should say in English. They often feel unmotivated and uneasy every time they are asked to express their ideas by speaking in English because they have problems in getting ideas and composing their ideas chronologically. To overcome the problem mentioned above, students should be given a new way of teaching that can help them stimulate and compose their ideas in a good way.

In this study, the writer suggests two speaking techniques; they are pictorial story and short passage in speaking classes. In order to prove the effectiveness of these techniques, the writer used all of the 6th year students of SDN Kayen 2 Jombang belonging to the academic year 2005-2006 as the subjects of this study. The result of the two groups that were given treatments is reflected by the post test score. The sores indicated that there is a significant difference in the students' speaking achievement between the students who are taught by using pictorial story and the students who are taught by using pictorial stories and the students who are taught by using short passage. The mean score of the post test of group A (taught by using pictorial story) is 77.38 and that of group B (taught by using short passage) is 71. These scores show that the students taught by using pictorial story have better speaking achievement than those taught by using short passage. Through pictorial story, students can learn as well as refresh their mind.

All in all, pictorial story can be said as an effective technique, because this technique can help students to get a clear description about what is being discussed and increase their achievement in speaking.

5.2 Suggestion for the Teacher

To improve the students' speaking achievement optimally, a teacher should be creative in providing the pictures. The teachers are expected to choose

the materials carefully. The pictures should be interesting, easily understood, familiar and arranged in chronological order. They should also be able to motivate the students to discuss. These pictures can be refreshment for the students from the boring materials. Teachers can develop this technique by giving colorful picture story drawn in a large piece of cartoon or on a series of transparencies.

In applying the use of pictorial story in teaching speaking, the teacher should be able to encourage the students to be creative in class by stimulating them in expressing their ideas. For instance, before the students are asked to tell the story, the teacher asks some oral questions concerning the pictorial story. By doing this way, the students were encouraged to express what they see whether it is the situation, the activity, on the setting beyond the pictorial story.

The speaking teacher should limit the number of the students in each class. The writer suggests that the proper number of students is not more than 20. The purpose is that the students have more time to practice their speaking skill.

Finally, the writer hopes that English teachers who teach speaking should take this technique for teaching speaking in class. The writer will also be very grateful if this study can be a useful contribution towards the teaching of speaking.

5.3 Recommendation for Further Research

After completing this study, the writer also wants to give suggestions for the further research.

First, as the treatments of this study were given only three times for each group, the number of treatments should be increased in order to reach better result.

Second, it is suggested to vary the material as the input for the students in order they can enrich their ability to speak in English.

All in all, due some limitation in this study, the writer realizes that ideally, in conducting further research, other researchers give more treatments, and use more various sources of speaking materials for achieving more complete and valid result.

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