

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

The researcher divides the information in this chapter into three main topics. They are conclusion and suggestions. Below the explanation of each point.

#### 5.1. Conclusions

In order to improve students' speaking skills, this study collected data about the use of visuals in oral narrative text learning. The study was conducted every Thursday from 14 July until 18 August, 2022. The researcher makes the following deductions:

1. Following the presentation of the photographs (from the series), the students' speaking abilities increased. The substantial difference between the pre-test and post-test results, which was lower (6,08), corroborated it (7.00). For instance, though the score difference is not that significant but the students more easily follow the learning activities, especially in narrative text material. Students are also more confident, more enthusiastic and also more focused in participating the learning activities in class. The utilization of images during the speaking process could enhance their performances. Students were encouraged to demonstrate their speaking abilities by using pictures because they had a tool for retelling stories in front of the class. Additionally, since students did not have to memorize every word they said throughout their performance, photographs might boost their confidence. Images might also encourage kids to communicate clearly.

2. According to the interviews, the majority of the students claimed that using images as media enables them to retell narrative stories. Additionally, the series images might boost students' interest in learning English. The students recognized the value of the kind of activities that were carried out for them, and they anticipated that media-based instruction would be given frequently and continuously. The students felt more connected to the writer after carrying out the action. They benefited from this relationship in a positive way. They were taught a novel method of learning English by their English teacher, which made them more interested in the subject.
3. Based on the research, the researcher conclude the difficulties that students faced in learning oral narrative text are about the students' confidence and ability to rember the plot of the story, grammar and pronunciation. After the series pictures are implemented as teaching media, the students feel more confident to speak in front of the class to retell the narrative story. For the grammar and pronunciation consultant activity before the students perform to retell the narrative story, it can make the students better in retell the story and it minimize students' mispronounce the words from the narrative story.
4. From the first until last activity, the researcher saw that the pictures were really help to improve students' speaking ability especially in English language teaching (ELT) in narratve text material. It can be seen from the difference between when the teacher not implemented the pictures as the

media and after implemented the media. We can see the improve of the students' skill when the students retell the story in front of the class. And we can see the increase of the students' average scores, the researcher concluded that the media really help to improve the students' speaking ability in narrative text materials.

## **5.2. Suggestions**

Some recommendations can be made to English teachers and other scholars based on the conclusions and consequences already discussed. The recommendations are listed below :

### **1. To the English teacher**

Speaking instruction and learning should be presented in an engaging way. Since images are a widely available form of material that can be found practically anywhere, they might be used. When pupils are provided with resources like an LCD and viewer, the utilization of pictures activates their background knowledge the best. These two locations might present the images in the best possible way. Students' speaking performances can benefit from the usage of pictures, especially when they are presented in picture sequences. The researcher recommend to the English teacher to use more teaching media and hopefully the English teacher consider more seriously when applying the media.

### **2. To other researcher**

Only the use of series pictures is permitted in this study's actions. There are many different types of images, including photographs, dioramas, maps, and

others. The researcher anticipates that future studies will delve deeper into the usage of various types of images to enhance students' speaking abilities.

### 3. To the students

The researcher anticipates that the students will engage in numerous speaking activities both within and outside of the classroom. Additionally, the researcher anticipates that students will independently practice this ability outside of the classroom.

