

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two main sections, conclusion and suggestion. The conclusion section presents a summary of the findings and the overall interpretation of the research results. Moreover, the suggestions are addressed to English teachers, students, future researchers, and educational institutions, with the aim of providing practical recommendations based on the results of the study.

A. Conclusion

This research was conducted the effect and the effectiveness of using picture series as a visual learning aid on students' speaking skill at eighth grade in MTsN 1 Sintang. The research applied a pre-experimental one group pre-test and post-test design, and the data were collected through speaking performance tests and questionnaires.

Based on the findings and discussion in the previous chapter, it can be concluded that the use of picture series has a significant and positive impact on students' speaking skill. The comparison between pre-test and post-test results showed a meaningful improvement in students' speaking performance after the implementation of the treatment. The mean score of the pre-test was 66.71, and the mean of the post-test was 79.29, with a gain score of 12.58 points. To assess whether this difference is statistically significant, a parametric test using paired sample t-test was conducted and showed a significance value (Sig.) of 0.000, which is lower than 0.05. Thus, the data shows that calculated t-test was higher than t-table ($12.576 > 2.035$). This indicated the alternative hypothesis (H_a) was

accepted, and the null hypothesis (H_0) was rejected. As one of the normality tests showed a not normally distribution, the writer also applied the non-parametric test using Wilcoxon Signed-Rank Test to ensure the validity of the result. This test also produced a significance value of 0.000, confirming that the difference in students' speaking skill before and after treatment was statistically significant.

In addition to the speaking results, the findings from the questionnaires further supported the effectiveness of using picture series. The post-treatment questionnaire results showed that the majority of students responded positively. Students stated that the picture series made the learning process more enjoyable and easier to understand. They also felt more confident when speaking and more motivated to participate in class activities. Many students agreed that the visual aid helped them remember the vocabulary, structuring their ideas more effectively, and reducing their fear when speaking in front of others.

Futhermore, the use of picture series provides several advantages in speaking activities. It helps students structure their ideas in a logical sequence, give visual support that aids comprehension, and make the learning process more interactive. This strategy also aligns well with the characteristics of visual learners and supports a student-centered learning environment. Therefore, it can be concluded that picture series is not only effective in improving students' speaking skill, but also enhances their engagement, motivation, and overall learning experience.

B. Suggestion

Based on the conclusion above, the writer would like to offer some suggestions for English teachers, students, future researchers, and educational institutions:

1. For English Teacher

Teachers are recommended to use picture series as an effective practical technique to improve students' speaking skill, particularly in teaching procedural text or narrative descriptions. Picture series can be used as a stimulus for speaking practice, group discussions, storytelling, or oral presentations. Teacher should design speaking activities that are engaging, clear in instruction, and matched with appropriate visuals. In addition, teachers should provide feedback and guidance to help students improve their accuracy and fluency during the learning process.

2. For Students

Students should take advantage of visual learning aid such as picture series to enhance their speaking ability. They are encouraged to actively participate in speaking activities and use the picture cues to structure their ideas. Students can also practice speaking at home by using similar visual materials to increase their confidence, pronunciation, and fluency. They should not be afraid of making mistakes and should view the learning process as a continuous opportunity for improvement.

3. For Future Researchers

This study was limited to a one-group pre-test and post-test design without a control group. Therefore, the next researchers are suggested to conduct experimental research using both control and experimental groups to provide stronger comparative results. They can also explore the use of picture series in teaching other skills such as writing or reading, or apply it in different text types and educational level. Furthermore, qualitative methods such as interviews and classroom observations can be used to gather deeper insights into students' learning experiences with picture series.

4. For Educational Institutions

Schools and educational institutions should support the implementation of innovative and student-centered teaching strategies. Providing access to visual media, teaching aids, and digital tools can help teachers create more engaging learning environments. Institutions are encouraged to facilitate professional development for teachers to explore and apply visual learning approaches that accommodate diverse student needs and learning styles.