

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research, it can be concluded that the implementation of the Word-Pictures Chain Cards technique in a collaborative group setting effectively improved students' storytelling skills and participation in English learning activities. This classroom action research was conducted at Class VIII of SMPN 12 Sepauk in the academic year 2024/2025 and was carried out in two cycles, each consisting of two meetings. Data were collected through observation checklists, field notes, interviews, documentation, and storytelling performance tests.

In Cycle I, students' performance in storytelling and their participation during the learning process were still relatively low. This was supported by the observation checklists and field notes, which showed that many students were passive during group discussions, hesitant to speak, and lacked confidence in using English. The average speaking score in Cycle I was 51.15%, and the average participation score was 52.15%, indicating that the learning objectives had not yet been achieved.

To overcome these problems, the researcher made several improvements in Cycle II. These included providing supporting vocabulary (especially verbs), adding sequence numbers to the back of the picture cards to guide the storytelling structure, and reshuffling group members to ensure

more balanced collaboration. These changes encouraged students to be more active, confident, and engaged in the learning process.

As a result, in Cycle II, both students' storytelling performance and participation increased significantly. The average speaking score rose to 76.53%, while the average participation score improved to 77.41%. Students became more confident in telling stories, collaborated better within their groups, and participated more actively in class discussions and activities.

The findings from observation checklists, field notes, interviews, and storytelling tests indicated that the use of the Word-Pictures Chain Cards technique in a collaborative group setting successfully enhanced students' storytelling ability and classroom participation. Therefore, the research was concluded at the end of Cycle II as the success criteria had been achieved.

B. Suggestions

Based on the conclusions drawn from this research, several suggestions are proposed. First, English teachers are encouraged to adopt the Word-Pictures Chain Cards technique as a creative and engaging strategy for teaching storytelling. The combination of visual images and vocabulary support helps students to express their ideas more confidently and encourages active participation in speaking activities. This technique also promotes a supportive classroom atmosphere, especially when implemented in collaborative group settings.

Second, students are advised to make the most of the opportunities provided during group discussions and storytelling sessions. They should

actively engage with the vocabulary and picture cues given, and take initiative to collaborate and communicate with peers. By doing so, students can strengthen their speaking abilities, improve their storytelling structure, and build confidence in using English.

Lastly, for future researchers, this research can serve as a reference in exploring creative approaches to language teaching, especially in enhancing speaking skills. Further research is recommended to examine the long-term impact of the Word-Pictures Chain Cards technique or to apply it in other contexts, such as different language skills, grade levels, or larger classroom settings. Such studies may contribute to the development of more effective and innovative language learning strategies.