

## **CHAPTER V**

### **CLOSURE**

This chapter provides some conclusions and advice based on the findings of the research covered in the previous chapters, as well as some advice for using pictures series teaching learning speaking at seven O of MTS Islamic Boarding School Darul Ilmi.

#### **A. Conclusion**

From all of the descriptions in the previous chapters, it can be concluded that:

1. According to the analysis's findings, if the teacher gives the students the proper instructions, the process of teaching speaking through image series will go smoothly. The teacher requested the pupils to describe it in groups in this instance. After discussing their project with one of their friends in front of the class, each group was required to display their work.
2. Students encounter numerous challenges when learning to speak through picture series. They frequently need to explain the subject matter of the animated series, encounter challenging vocabulary connected to the plot, worry about speaking incorrectly, and experience anxiety. Even though the photo series that is provided is a straightforward picture series, occasionally the pupils are stuck on how to explain it after looking at it.
3. The methods used by the teacher to solve them vary. If the pupils need to describe a photo series repeatedly, the teacher provided them the option to work on it in groups. asking the pupils to look up the challenging words in the dictionary or, if necessary, writing them on the board when the student didn't know the words. If students fill out a

form incorrectly, the teacher should not immediately correct them because this will make them frightened to try speaking in the future. Because students will replicate what the teacher says in class during speaking class, the teacher must set a good example. Giving students constant motivation is the most crucial step in solving all of those issues.

Through teacher interviews, the researcher in this study identified the variables that affect the use of picture-series media in the instruction of speaking ability. Making the students participate in class discussions was one of the variables that influenced how picture series media were used to improve speaking skills. Students were able to share ideas or information about gathering facts from the picture as a result of the use of picture series in speaking skills instruction.

## **B. Suggestions**

In this page, the researcher wants to give suggestions to:

### 1. The English teacher

- a. To get the students habituated to listening to English, it is preferable for the teacher to speak English in the classroom. So that they can mimic what they hear when they talk. However, perhaps the teacher will blend it with Indonesian or translate it gradually.
- b. The teacher needs to monitor the pupils' actions more actively and assist them with their concerns.
- c. It is preferable for the teacher to give the students in the speaking class more exercises or practice opportunities.

### 2. the readers

It is anticipated that the findings of this study will be disseminated to others in a meaningful manner. The picture series' implementation for adolescent learners is therefore known to the readers.