

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

This chapter presents the conclusions drawn from the interview session with 5 students, which aimed to explore students experiences in learning speaking through the use of picture series. The conclusions are created based on the research objectives, specifically to answer the research questions regarding the impact of picture series students' speaking fluency, confidence, and grades, as well as the challenges they faced while using this technique.

1. The picture series enhanced students' speaking fluency and idea organization. The majority of participants said that picture series helped them organize their ideas and thoughts while speaking. Some participants reported that having a visual guide reduced hesitation and enabled them to speak more easily. Another participants found picture series interesting because they turned speaking into narrative. However, another participants discovered that not all picture series were equally beneficial, with pictures that were unclear sometimes leading to misunderstandings rather than helping.
2. The picture series reduced speaking anxiety, but not for all students. Several participants reported feeling less frightened after using picture series because the pictures provided an ordered process to follow. Some participants were more comfortable speaking because they always has

something to refer to. Despite using picture series, others participants reported feeling anxious when speaking in front of others, especially during exams. This lends support to the idea that, while picture series can help reduce communication anxiety, they are unable to entirely.

3. Using a picture series didn't ensure better test results. Although some students thought their fluency had improved, this didn't necessarily lead to better academic performance. Some participant said the picture series helped them organize their responses, which led to better test scores. However, the other participants reported that they were still struggling with grammar, pronunciation, and vocabulary, limiting them from making significant improvements in their test results. This proves that increasing speaking test performance involves more than simply fluency, accuracy is also necessary.
4. Despite its benefits, students faced several challenges when using picture series in speaking activities. Some struggled to structure their ideas smoothly, making it difficult to transform one picture to the next. Others, some participants had time management issues, providing too much time to certain pictures while rushing through the rest. Furthermore, other participant struggled to understand the pictures, leading to hesitation and feeling insecure. Aside from these issues, others participants struggled with grammar and pronunciation, reducing their overall confidence despite increasing skills. Developing strong speaking skills through picture series

requires extra support, including grammar instruction, pronunciation practice, and guided feedback.

## **B. Suggestions**

1. For teachers, teachers must help students structure their ideas more effectively. Because some students struggled to make the switch between pictures smoothly, teachers should provide clear instruction on how to create a coherent and appropriate stories using picture series. Furthermore, while students claimed to have improved their fluency, they still struggled with grammar and pronunciation. This suggests that picture-based speaking exercises be combined with focused grammar correction and pronunciation exercises to make sure an effective growth of speaking skills. Choosing clear and relevant picture series is also crucial, as some students had struggles to interpret pictures, which leads to hesitation and doubting themselves. Timed storytelling exercises can also help students improve their time management skills as they maintain fluency and structure in their speeches. Encouraging peers and self-assessments can also help students recognize their strengths and opportunities for improvement.
2. For students, consistent practice and independent learning are crucial for solving problems while using picture series. They can improve their ability to articulate visual sequences outside of the classroom, allowing them to better organize their ideas. However, fluency only is not enough, improving vocabulary and enhancing grammar are both essential. Some

students in this study struggled with accuracy, therefore learning new vocabulary, sentence patterns, and storytelling techniques may help them become more confident and successful speakers. Another useful method is self-recording, which allows students to listen to themselves and discover points need improvement in their fluency, pronunciation, and coherence. Furthermore, participating in peer talks in advance of formal exams can help lower anxiety, since talking with peers in a casual environment can boost confidence and reduce nervousness.

3. For future researchers, this study emphasizes the need of exploring further the influence of picture series in speaking development. Because this study focused on a small number of students, future studies should explore expanding the number of respondents in order to include a more broad variety of participants. This would give a deeper understanding of how picture series affect students of various competence levels and learning backgrounds.