**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter is devoted to draw some conclusions and suggestions on the basis of the research findings and discussion presented in the previous chapter for the teacher and other researcher on the similar study.

1. **Conclusions**

Based on research finding, reviewing literatures and data analysis, the researcher can draw some conclusions. The conclusions are categorized to the empirical and theoretical conclusions as briefly elaborated in the next paragraphs.

1. Empirical Conclusion

 The teaching and learning process was divided into three steps. First step is preliminary study by which the researcher conducted a preliminary study to know the students’ speaking ability by administering pre-test, the result of pre-test showed that the student’s speaking ability is low. They still had the big problems in speaking. The second was given treatment to the students. When given treatment, the students are more enthusiastic in the class. By using strip stories as a treatment, the students more enjoy for make a conversation, giving and asking information and express their ideas to their friends. And the last step was given a post-test. In the post- test, the researcher wants to proved how effective the treatment she used. The result in the post test showed that the student’s speaking ability was significantly improved.

 65

Related with the research findings, the students score of speaking before being taught by using strip stories technique is bad where the mean of the total score of students is only 11,77. It is because the technique used make the students fell uncomfortable and do not enjoy the activity. They are still reluctant to be shy and afraid to speak freely. While the students’ score of speaking after being treated by using strip stories is improve where the mean score of students speaking achievement is 14,17. There is any significance different speaking achievement before and after treated by using strip stories. The statistical test by using t-test shows that the t-test empiric value (t-count) is 10, 304. And the t-critic value (t-table) at 0, 05 level of significance is 1,699. It means that the t-empiric value (t-count) was upper than t-critic (t-table) with degree of freedom (df) 29 and the level of significance 5%.

Finally, based on the explanation above, it means that the Null Hypothesis (Ho) is rejected and the alternative hypothesis is accepted.

1. Theoretical Conclusion

Related with the explanation in the empirical conclusion above, strip stories as teaching technique surely shows the real effectiveness, because it can help the students to improve their speaking ability also motivate the students to speak. The used of strip stories as a treatment is appropriate with the theory which was stated before in Chapter II that the strip stories technique was initially created to help foreign student deal with the problems of oral communication in real situations. Technique trough this media start from an approach that prioritizes the real creativity of communication so that later students can easily and do not hesitate to communicate with a foreign language (Gibson, 1975)

1. **Suggestions**

Referring the finding, the researcher is in the opinion that in order to succeed in teaching English, teacher should design class activities that not only activate the teacher but also the learners. Strip stories technique help the students maximize the limited time they have in speaking class to practice their English competencies. It is one alternative that has been proven to be able to stimulate the students’ participation in the classroom activities. Because, by using the strip stories technique, the students will be active in the class to speak up and do not feel shy and afraid anymore. As an English teacher, the teacher should be creative in searching and selecting the stories in strip stories technique. It should be suitable with the students need and conditions in the class.

Finally, this research is not perfectly yet, it is suggested for the future researcher to conduct further research on the similar area, especially on using strip stories as technique in teaching speaking. The researcher hopes that this research will be helpful for the other researcher in the future research on the same problem.