

CHAPTER V CONCLUSION AND SUGGESTION

This chapter provides conclusions and suggestions from this research. The conclusions are organized by research questions and the suggestions provide some ideas addressed to English teachers or tutors related to teacher techniques in the teaching and learning process.

A. Conclusion

Based on the research problems, research findings, and discussion that the researcher has described, the researcher draw conclusions as follows:

1. The Implementation of Pictures as Media in Teaching Speaking of Five Pillars of Islam at IPNU IPPNU Tegalsambi, Jepara English Program

The teacher made various preparations before teaching. The teacher prepared various equipment needed during teaching, such as picture media, sticky notes, glue, flipchart paper, markers, etc. to support learning. The teacher continued by checking the students' vocabulary memorization and reviewing the material from the previous meeting. After that, the teacher opened the class, gave illustrated vocabulary to students and explained the material that was discussed at previous meeting. In the implementation of the picture media, the teacher divided the students into pairs to be given a pictorial problem to be discussed with their friends. The teacher asked each pairs to come forward in front of the class to reveal the results of their pairs' discussion. After all, the teacher gave an evaluation to the students' speaking performance regarding the correct pronunciation of words and sentences, as well as correcting the grammar that is still wrong.

2. The Challenges Faced by IPNU IPPNU Members in Practicing Speaking of The Five Pillars of Islam Using Picture Media During the Speaking Program

There were various kinds of challenges in the implementation of pictures media in the English-speaking program at IPNU IPPNU. The first challenge faced was the difficulty of students to understand from scratch the material related to the pillars of Islam that they had understood in

Indonesian. In this case, the teacher tried to provide motivation if it was a natural thing for students who had just learned something new. The second, students felt shy when they had to speak English in front of the class or in front of their friends. The teacher must support and build students' confidence according to each students' character. The third, students felt afraid of being ridiculed by their friends when speaking English. Teachers can give students an understanding that in today's digital era, English is widely used by people in all aspects of society. Therefore, students do not need to be afraid to speak English. Fourth, students feel embarrassed because they are not used to English pronunciation, this is reinforced by the unfavorable environment and the accent that still feels "*medhok/Javanese accent*". The teacher must convince that each country has a different uniqueness, as long as it does not change the meaning of the word. Fifth, is the lack of environmental support. Without the support of environment, students will tend to lose motivation to learn speaking English. Therefore, teacher was obliged to provide support to students. The last was no a rubric assessment for measuring students speaking ability. Picture-cued assessment can be chosen to provide students' assessment. In another way, teacher can provide simple assessment rubrics by measuring students' vocabulary, grammar, fluency and accuracy.

3. The Strategies Used by Teachers/Tutors in Overcoming Members' Challenges in English-Speaking Programs Using Picture Media at IPNU IPPNU Tegalsambi, Jepara English Program

There were several strategies used by teachers in the speaking program. The first, motivating to students which aims to keep the spirit of learning speaking. The second, building student confidence which aims to increase student confidence when speaking in front of the class. The third was combining the learning process with digital media. This is intended so that there is variety in the speaking program. Fourth, teachers must have patience when teaching students. The last, creating a pleasant learning environment. This aimed to make students feel comfortable to learn English.

B. Suggestions

From the research findings provided in chapter four, there are suggestions given by the researcher for teachers, students, and the next researchers to consider.

1. For English teachers

Teachers need to understand more about the effectiveness of picture media and how to choose and use relevant media for students. Based on the interview results, although this picture media is proper for some students, there are still some students who are less motivated in learning speaking. As a consequence, teachers should be able to combine picture media with digital media to attract and facilitate student learning. Thus, a varied learning environment will be created with various combinations of learning media.

2. For the students

Students must change the perception that speaking English is only for foreigners. However, as students who will continue the nation's struggle, students must be able to speak and have knowledge of English. It is expected that by using pictures as speaking learning media, students will easily understand and make students interested in English. Students are encouraged to be more confident and explore various potentials that can be utilized with the ability to speak English. Discovering the potential and benefits of English makes them more excited about learning to speak English.

3. For further researches

This research is less than perfect and contains gap that can be novelty of the next research. This research only analyze the implementation of picture media in English-speaking program in the five pillars of Islam material at IPNU IPPNU. Potentially future topic related to this research could be the implementation of digital media in one of four English language skills out of speaking in the five pillars of Islam or other materials.