CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

As a result of the first cycle's reflecting phase, the author revised the prior lesson plan. The learning plan that was implemented was still connected to the strategy of Describing Picture. In cycle two, the author uses pictures of food or drinks to explain anything and then has the students write a descriptive passage using the dictionary as a resource. The author provided guidance on pronouncing both commonly used and more challenging terms. The second meeting's data came from the students' descriptions of food and drinks, which were scored by the author.

Describing Picture Technique will help students in the first year of 7B at SMP 16 Gresik in the 2022/2023 school year. Indicative of the success of the curriculum is an increase in the mean speaking score from the three students or 9.4% of the class percentages who pass the Minimum Mastery Criterion– Kriteria Ketuntasan Minimal (KKM) in the pilot research. In addition, six pupils, or 18.75%, were found to have met the cycle I mastery criterion. Seventy-five percent of students met or exceeded the threshold for classroom achievement, which was set at a score of 75. The first cycle's results didn't meet the cutoff, so the researcher moved on to the next one. Twenty-five students (or 78.10%) in cycle II met the criteria for mastery, according to the results. The second cycle's results met the 75% criterion of success target, according to the classroom's criteria of success clasroom. There is little doubt that having pupils describe an image can help them become better public speakers.

B. Suggestion

Following extensive research, the author concludes that the practice of "describing pictures" can help pupils enhance their oral communication skills. In order to keep their students engaged and interested, teachers should employ a variety of methods in the classroom; one such method is the "describing picture technique," which may be used to educate students how to communicate effectively.