



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of this study. The writer also gives some suggestions for English teachers in order to help students achieve better results in the writing class.

#### **5.1 Conclusion**

This study is a pre-experimental design because this design includes a pre-test but does not include control group for comparison of means. It is conducted to analyze how far the use of picture strip series significantly enhances the narrative writing achievement of the students with different learning style.

Among the various teaching techniques for teaching writing: giving a list of vocabulary, giving the topic to the students, discussing the writing topic in a group work, and arranging the sentences into a good text, the writer chose to analyze teaching writing using picture strip series. Picture strip series are not only attractive but also helpful in guiding the students to think sequentially, chronologically and creatively. In line with this point, Underhill (1976: 65) states that good pictures that are in sequence will help students to get ideas.

Besides that, picture strip series facilitate students to get ideas and develop their ideas according to the sequences seen in the pictures. It has been proved that picture strip series make the students become more interested in composing narrative writing. Furthermore, narrative writing was chosen because this is one of the writing genres which should be mastered by junior high students and it has been taught to them since they were in Elementary school.

In conducting this study, the writer took the second graders of Gloria Junior High School namely VIII A, VIII C and VIII D as the respondents. First, the writer gave a pre-test for all classes and the topic was My Wonderful Experience. After that, the writer gave the students in those three classes a questionnaire on learning style to find out their learning styles. After that, the writer gave the students three treatments using picture strip series and the topics were Sport, A box of Treasure and Helping the Orphan. Then the writer gave the students a post-test, whose topic was the same as the pre-test.

After getting the students' scores for both pre and post-tests, the writer calculated and analyzed them. She categorized the students into three different learning styles; visual, kinesthetic and auditory. Then she analyzed the scores to check the reliability from both raters.

Based on the result of the analysis of the findings, the writer found out that there is significant difference between the result of pre and post-tests. The students with visual, auditory and kinesthetic learning styles were advantaged.

It can be seen from their narrative writing achievement after they underwent the treatments for three times.

As a result,  $H_0$  is rejected since there is significant difference between pre-test and post-test for all learning styles. Hence, the result of the post-test given is greater than the pre-test which indicates that picture strip series are effective in facilitating students with different learning styles in achieving better results in narrative writing achievement.

The results of this study are surprising in the sense that picture strip series can give good contributions in enhancing the students' narrative writing achievement regardless their learning styles.

These contributions must have been due to the nature of picture strip series that:

1. clearly present the sequences of the events
2. can help students avoid boredom in the teaching and learning process
3. can be used as cues to tell stories

The result of the study proved that picture strip series can enhance the students' narrative writing achievement with different learning styles. According to Breitzkreuz (1972: 41) picture strip series can be used as cues to tell stories. By looking at the pictures, the students would get ideas what to write and arrange their ideas chronologically into a form of narrative writing composition.

## **5.2 Suggestion for English Teachers**

Writing is the most difficult English skill especially for young learners since their lack of vocabulary and grammar proficiency may hinder them from writing a meaningful composition. Further, they face some problems in arranging the ideas well so that their compositions can be meaningful for the readers.

It is teachers' responsibility to help students achieve better result in their study. In addition to, before choosing a certain teaching method and the activity that is going to be done in the classroom, teachers have to know the students' learning styles and the way they study since they affect the students' achievement in order to help them in the learning process. Teacher should also concern with the students' learning styles differences and then facilitate them with the suitable media and activity for all learning styles.

Lie and Coppen (1974: 1) as quoted in Sally (1998: 121) stated that picture strip series brighten up the classroom and bring interest into the class and guide the students to tell a story in a connected way using what appears in those pictures. By looking at those pictures, the students will get ideas of what to write and they can see the events which are clearly presented in the pictures.

Here are some suggestions for English teachers during their writing classes, in teaching narrative writing for the students with visual learning style, the teacher can use colorful picture strip series in order to help them get the ideas of what to write and then develop the ideas into a good writing.

While for the students with auditory learning style, the teacher can use not only picture strip series but also another teaching method for instance

using group discussion. Hopefully, it can help students understand and comprehend the pictures easily so they can achieve better results in their narrative compositions.

The teacher can ask the students with kinesthetic learning style to move forward to arrange the sentences on the board into a good paragraph or arrange the pictures into their orders since these students learn best by doing something. In short, the use of picture strip series may vary and teachers can elaborate them with many teaching methods that suit with the condition of the students. Hopefully, these suggestions will be useful for teacher to help students achieve better results.

The writer hopes that this study can give contribution of the diversification of the teaching writing especially in teaching narrative writing for students with different learning styles in order to enhance the students' narrative writing achievement.

Finally, the writer realizes that this study is far from being perfect. Therefore she expects that there will be other researchers who conduct a more thorough study on teaching narrative writing using picture strip series for the students with different learning styles using a better research design with more treatments and wider subjects to get more complete and comprehensive results.

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