

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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In this last chapter, the writer would like to present the conclusion of her study and the suggestions of the writer concerning further research of teaching narrative writing using Picture series with written questions and List of Vocabulary with headings.

#### 5.1 Conclusion

Due to the fact that students often find difficulties in getting ideas to write, they need something that can help them to stimulate their ideas. To overcome this, the teacher should provide some models as the teaching technique. In her present study, the writer would like to find out whether the use of Picture series with written questions and List of Vocabulary can really influence the students' narrative writing achievement or not and which one of the two techniques can really influence the students' narrative writing achievement significantly. Proposing the  $H_0$  that there is no significant difference and the  $H_a$  that there is a significant difference in the narrative writing achievement between those students taught using Picture series with written questions technique and those taught using List of Vocabulary with headings, the writer conducted an experiment on two classes of the second year students of SMUK Santa Agnes, Surabaya.

The classes taken as the subject of this study then were given two different treatments. Class II-8 was taught using Picture series while class II-7 was taught using List of Vocabulary and headings. These treatments were given in three

meetings and both classes got three same topics. After the treatment period was over, then both classes were given a topic as the Post test.

Based on the result obtained from the treatments and the Post test in which the students of class II-8 get better writing achievement scores, it can be said that the use of Picture series with written questions in teaching narrative writing can influence the students' narrative writing achievement although there was no significant difference.

## **5.2 Suggestions For The Teachers**

Since the use of each of these techniques has its own purpose in teaching narrative writing, therefore the writer would like to suggest to the writing teachers to combine the use of these techniques. The writer intends that the teachers sometimes could use the Picture series with written questions technique and for the next meeting; the teacher could use the List of Vocabulary with headings technique. Thus, the students could learn to get ideas and also practice their creativity to write a good narration.

## **5.3 Recommendation For Further Research**

“Nothing is perfect. To err is human.” The writer realizes that her study still has some weaknesses. Therefore, she would like to share her experience by giving some recommendations for the next researchers.

There are some points that should get more attention from the further researchers in order to make the next research become better than this study and

the result of the experiment will be more representative. Each of the points will be discussed as follows:

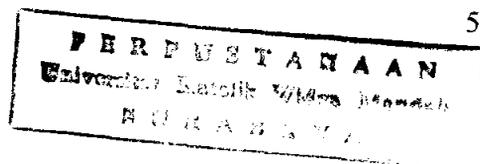
### **Time Allocation**

According to GBBP, there are seven sections each day for intra-curricular activity. Every section is 45 minutes, since this experimental study is done during the intra-curricular hour; it means that the time duration of each treatment of this experimental study is 45 minutes. It is quite a short time to give treatment to the students. That is why the time accuracy is needed in giving the treatment. Soon after entering the classroom, the teacher should be able to control the class condition so the treatment can directly be done. And also during the treatment, the teacher should be able to manage the class to make the class activities go smoothly.

Giving the treatments outside the official hours is another alternative for other researchers if they want to develop more creativity in teaching the students. The English extra-curricular classes can be used as the sample. There, the teacher will have more time to give the treatments and that might give a better result. However, the problem is that not all senior high schools have English as the extra-curricular activity. Thus, when they want to do an experiment during extra-curricular time, they should find out whether the school has English extra-curricular classes.

### **Treatments**

Because of the limited time, the treatments in this experimental study only took three times. The treatments were done in a short period of time. In fact, the



writer found out that it was too short and she suggests prolonging the treatments from three up to five times. If the writer is able to come to the class more than three times for the treatments, he/she can get more representative data about the effect of using picture series with written questions and list of vocabulary with headings.

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