

CHAPTER V

CONCLUSION AND SUGGESTION

C H A P T E R V

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In this last chapter, the writer would like to present her conclusions and suggestions concerning to this study. In the conclusion section, the writer will give a whole summary for all the major points which have been mentioned in the previous chapters. While the suggestions for the Writing English teachers and recommendation for further research are written in the suggestion section.

5.1 Conclusion

As one of the four language skills in learning English as a foreign language, Writing, plays a major role to support the reading ability of the students.

However, the fact shows that teaching students how to write is not an easy thing to do. The Writing teachers often get problems when they have to teach this subject to the students. The worst, they often get headache when they have to check the students' composition. Sometimes they are confused to mark their students' work. Most of the students make the mistakes of jumping to irrelevant paragraphs which slowly but surely can influence the content and the coherence of the composition.

If the above problem comes from the Writing

teachers, then from the students themselves, they often complain about what they should write on their paper when they totally do not have any ideas to write. Thus, Writing always becomes a 'frightening and boring' lesson.

To overcome the problems mentioned above, students should be introduced to a new way of teaching writing that can be considered as ideas stimulator. Thus, it is expected that after getting a certain topic, students are able to write their own composition coherently and content oriented.

To realize the expectations above, the writer suggests a writing teaching technique through Picture-series. The realization of this technique is through the two classes of the first semester English Department students at Widya Mandala University belonging to the year 1997-1998 as the samples of the study. The results of the three treatments and the post-test indicate that there is a significant difference in the students' narrative writing achievement between the two classes. Those who are treated with Picture-series indicate better narrative writing achievement than the ones who are treated with the traditional technique, that is List of Vocabulary. Through Picture-series, students are trained to search more deeply about what is presented in the picture. Thus, this technique can be said as the idea

stimulating to reach a more creative writer rather than a guided writer.

Besides analyzing which one of the techniques presented gives a significant improvement towards the students' writing achievement, the writer also calculates the effect of the two techniques on the content and organization achievements of the students' narrative composition. Based on the results obtained, Picture-series as the experimented technique really influences the content and the organization of the students' composition. The students who are treated with Picture-series get higher result in their content and organization than those who are treated with List of Vocabulary.

5.2 Suggestions for the Teachers

Many kinds of teaching strategies can be found in the teaching and learning activities. Each of the four language skills that are Listening, Speaking, Reading, and Writing has its own teaching and learning strategies. However, to achieve the best achievement in teaching, a teacher should be able to adjust himself with the existing innovations. He / she should be able to decide which technique will be really suitable to be applied on their students.

As the technique in teaching Writing can be considered as the most limited technique compared to

the three other language skills, the writer sees the need to suggest the application of Picture-series technique in teaching writing for advanced learners. Not only beginners and intermediate learners can get pictures to arouse their ideas to tell stories coherently, but also for advanced learners [in this case the university students] to help them stimulate the ideas beyond the pictures presented.

In applying this technique, the writer suggests the writing teachers to present writing assignments whose topics are familiar to the students as familiarity comes from their own background knowledge. Familiarity towards the assignment or topic presented can enable the students to express their ideas implicitly.

As the technique presented in this study uses Picture-series as the media to stimulate the students' ideas to write, thus, the writer would like to suggest the Writing teacher to create his or her own pictures which can stimulate his or her students' ideas. This can prevent the boredom with the textbook materials. Colourful picture-series drawn in a large piece of carton or on a series of transparencies can be considered as the development of this technique.

Another last thing that the writer would like to point out here is that Writing teachers should be able to handle the class by leading the students to

get deeper into what are drawn beyond the pictures. The teachers can lead them to enter the world of picture-series by asking them some triggering questions about the pictures. Any answers and opinions expressed into writing should be appreciated and praised. The Writing teachers should be able to motivate their students to 'love' writing and take writing as a 'loveable' subject. Try not to discourage their spirits of writing by always criticizing their composition.

Finally, the writer hopes that the Writing English teachers who teach Writing for advanced learners will take this technique as an alternative for teaching writing in class. She would be very glad if her study can make a useful contribution towards the world of teaching in the English Department of Widya Mandala University.

5.3 Recommendation for Further Research

"Nothing is perfect. To err is human." The writer realizes that her study still have some weaknesses. Therefore, she would like to share her experience to be able to give some recommendations for the next researchers.

There are four recommendations that the writer would like to point out in her study. Firstly, it is about the treatments. The writer came to the class

only three times to give the treatments to both classes before she conducted her real post-test. If only the writer came to the class more than three times for the treatments, she could analyze which students can be categorized into creative students and she could detect whether the creative students would also be able to write coherently if they were given different techniques.

Secondly is about the population and sample of the study which are taken from a small part of the whole. Therefore, the results can not be generalized to all students of English Departments in any universities. The writer expects a more extensive research in the same topic to be done outside of English Department of Widya Mandala University using a better research design, with more developed treatments, and a wider population with certain classes of classifications to get more complete and valid results.

Thirdly, is about the writing materials used as the technique. All the picture-series materials used for treatments were only from printed textbooks. The writer did not create them and the picture-series were not coloured. The treatments may result differently when the picture-series are colourful and more attractive.

The last is about the pre-test. As this study did not apply any pre-test before the treatments, it

would be better if the next researchers use pre-test before they conduct the post-test. This is to measure which technique conducted gives best result to the narrative achievement of the students before they are given treatments.

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