

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to present the conclusion along with some suggestions that may be useful for English teachers when they want to put this suggested technique into practice.

#### 5.1 Conclusion

Writing is very important; it is one of the language skills which has to be achieved by the students who are learning English as a second language.

Picture, one of so many devices, can be a great help to achieve this objective. They can help to suggest situations, ideas, thoughts, or events, and even enable the students to write correctly, coherently and confidently. Besides that pictures can arouse the students' interests and give motivation, which are certainly required by the learners.

In using the picture to teach narrative writing, there are several strategies to take.

In controlled composition, the teacher guides the students in arranging the unarranged sentences by asking what the first picture is about and from the students' responses, the teacher chooses the right one before asking them to continue arranging the sentences into a good story.

While the students are doing their works, the teacher goes around the class to check whether the students find any difficulties or not.

After practising a lot of controlled composition, the students are given semi-controlled composition in which they have to complete the incomplete sentences with the help of pictures. In this activity, the teacher gives them an example of how to complete the incomplete sentences below the pictures before asking them to begin writing.

Another way of teaching semi-controlled composition is by telling a story. In this part, the teacher tells a story two or three times while the students are listening and making some notes. To make sure that all the students have understood the story, the teacher asks some questions orally before distributing the pictures to every student and finally the teacher writes some difficult words on the blackboard to help the students to write more easily.

In addition to the controlled and semi-controlled composition, the teacher gives free composition as the ultimate aim of teaching writing. In this teaching-learning activities, the teacher shows a single picture to students and asks them suitable questions orally, then she shows a series of pictures referring to the single picture. The next step is the teacher asks the students about the scene in the series of pictures before asking the students to create it into a story.

In free composition, the teacher can also give situational pictures to all students, introduce the story using some patterns they have learned, and at last ask them to write.

## 5.2 Suggestion

At the end of this study, the writer would like to give some suggestions and hopefully her suggestions will be useful for English teachers, especially in teaching writing through pictures.

In teaching writing using pictures, teacher may also let her students choose and bring their own pictures which according to them are more attractive and interesting. This chance will arouse their interests deeper and make them write more easily.

The writer also wants to suggest that in correcting students' works, the teacher may also ask the students to exchange their works and let them correct their friends' works. This activity gives them chances to be critical, so they can avoid making the same mistakes.

Although this study is far from being perfect, the writer hopes that it will be useful to the readers, especially to English teachers at Senior High School.

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