

CHAPTER V

CONCLUSION AND SUGGESTIONS

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In this last chapter, the writer presents her conclusions and suggestions concerning to this study. The writer gives the summary of this study in the conclusion section while in the suggestions section she gives her suggestions for the Writing English teachers and recommendation for further research.

5.1 Conclusion

Learning English as a foreign language is not only a matter of learning how to speak, read and listen but also to write. The ability to write itself plays a major role in life and also in the educational purposes.

However, the fact not only shows that teaching students how to write is not easy but also shows that learning how to write is not easy for the students. They often face difficulties in getting ideas to be written.

So far, many teachers and lecturers give the students an aid that can motivate them to write and also to stimulate the students' ideas. They provide a visual aid namely picture series and it is presented with some oral questions related to the pictures. This technique is good because it can help the students to stimulate their ideas in writing compositions.

In this study, the writer adds a new technique with the purpose of maintaining the use of picture series. She uses picture series with the technique of group work discussion. By discussing the picture series in groups, the students are

expected to get a lot of ideas from their friends and to share their experiences and information.

To realize the expectation above, the writer took two classes of the second semester English Department students at Widya Mandala University belonging to the academic of year 2001-2002 as the samples of the study. The groups taken as the subject of this study were then given two different treatments. The experimental group was taught using picture series with group work discussion while the control group was taught using picture series with oral questions technique. These treatments were given in three meetings and both groups got three same topics in those meetings. After the treatment period was over, both groups were given the posttest in the form of a narrative writing composition. The students were asked to write a composition based on a picture series and a title given.

Based on the statistical calculation, the result obtained from the posttest indicates that the technique of using picture series with group work discussion influences the students' narrative writing achievement. The students who are taught by using picture series and group work discussion get better writing achievement scores. It can be said that the use of these media and technique in teaching writing can improve the students performance in getting the ideas and in developing them into a composition.

In group work discussion the students get much information to understand the picture series not only from the picture itself but also from the other students. They can explore their ideas. Group work discussion provides nonthreatening

situation so that each student can share his/her point of views and also his/ her experiences.

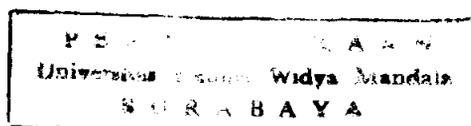
5.2 Suggestion

At the end of this study, the writer wants to suggest the application of group work discussion in teaching writing for college students. Since the use of picture series and group work discussion is found to be useful, this technique could be applied in teaching narrative writing. The picture series as the media should be as interesting as possible. The purpose is that the students can pay a lot of attention to the media and the media themselves are expected to arouse the students' motivation to think and learn.

Moreover, the groups should be actively monitored whether they are learning and functioning smoothly. Each group member should also be encouraged to feel responsible for participating and learning since working in groups may arouse some problems. The example of the problem is that one group member does not want to think and help other members and only depends on the other members. Or on the other hand, one member does not let the other members share their ideas. Another problem is that groups sometimes become noisy and difficult to control. Sometimes they do not discuss about the topic given but they talk about something else. That is why the teachers' monitoring and encouragement for each student to feel responsible are very essential in group situation.

All in all, the writer realizes that this study is still far from being perfect. Therefore she expects that there will be other researchers who conduct a more thorough study on teaching writing through group work discussion to give more complete and more valid results.

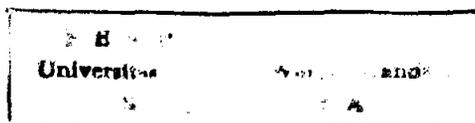
The treatments in this study were given only three times to both groups. It might have given more thorough and complete results if the students got more treatments. The population and sample were limited to the certain subjects. The writing type and materials are limited to narrative writing only. Therefore the results cannot be generalized to all people. Therefore she expects that a further research of this study is conducted by other people using a better research design, with more treatments and a wider subject to get more complete and more valid results.



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