

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will deal with the conclusion of this study and suggestions for further researchers.

5.1 Conclusion

Even though, as stated in 1994 GBPP, writing does not get much emphasis, it is in fact also an important language skill that should be learnt by senior high school students. However, some students consider that it is difficult to learn writing. Some of them still get confused in finding the ideas and then arrange them into a composition. They also feel bored when following the writing class. To overcome this condition, certain techniques should be applied in a writing class in order to help and encourage students to be motivated in learning writing.

In this study, picture series and dialogues were chosen as the techniques to teach writing for the second year students of senior high school. So far, in some studies that had been held at the English Department of Widya Mandala Catholic University Surabaya, picture series had been proved to be an effective technique to be used to teach writing. By using picture series, students were more interested and active in following the writing class. Picture series bring a different atmosphere in to the classroom and can erase the writing class monotony. After they got the treatment, ideas came to their mind and then they

started to arrange their composition. Meanwhile, a dialogue is a suggested technique to be used as the aid to teach writing. Dialogue can also arise the students' attention and motivation in learning writing. They can be more excited and involved in the teaching learning activity. Besides, dialogues also consist of vocabulary and sentence pattern that can be directly learnt by students at the time they discussed the dialogue. The application of picture series and dialogues in teaching writing for the second year students of senior high school can erase monotonous and the boredom in a writing class. Those techniques also can make the class livelier.

This experimental study was done in SMUK Santo Hendrikus Jl. Arief Rahman Hakim No. 40-44 Surabaya. As the sample of this study were the second year students of this senior high school. The classes that were chosen as the sample were the heterogeneous classes with the same level of ability.

After picture series and dialogues were given as the aid to teach narrative writing to the second year students of SMUK. St. Hendrikus Surabaya, it was found out that there is a significant difference between groups. Picture series gave more positive influence to the students' writing achievement than dialogues. Students were more interested when they were taught by using picture series. For them series of picture were easier to be understood to help them to gain ideas and more attractive to be learnt than lists of words in the form of dialogues. Students in this school were still not able to get advantages from the contents of the dialogues such as the sentences patterns and the vocabulary that could help them in composing a narrative paragraph.

From three times of treatments that had been given to the students, the results are always significant. The results of the t -observations (t_o 's) are always higher than t -table. For the first treatment the t_o is 2.177, for the second treatment the t_o is 3.957, and for the third treatment the t_o is 3.358 while the total t -observation for those treatments are 3.344. With t -table of 1.671 so it means that H_o is rejected and H_a is accepted for all the treatments.

All in all, both picture series and dialogues could be used as the alternatives teaching aids to teach narrative writing in order to help the students to increase their writing achievement since each of them has its own benefits. However, for the second year students of SMUK. St.Hendrikus Surabaya, picture series were more effective to be used as the aid to teach narrative writing. After all those two techniques should be applied in such a way so it can really guide and facilitate students in learning to write

5.2 Suggestions

The writer realizes that the study that she has held is far from perfect. There are some points that should get more attention from 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:

The Materials

Materials that are given to the students also give influence to the result of the experiment study. The important thing that should be considered in choosing the materials is the material should be suitable with the level of ability of the second year students of senior high school. This condition can be fulfilled by over looking the themes for the senior high school students as stated in 1994 GBPP and also by consulting the materials with the English teachers of the selected school.

For the materials, both picture series and the dialogues, the teacher selects them with topics that are related with the students' experiences and interests. Such materials can make students more interested in following the class activity. Colorful picture series are possible to be used. They might erase the monotony in the writing class by giving something different than usual. In explaining the picture series, including giving the questions, the teacher should speak loudly and carefully to guide students to understand the pictures. For dialogues, choose and select dialogues of which the vocabulary is easily understood by the second year students and related to their life. The dialogues should not be long. Short but meaningful dialogue is more important so that students will not find difficulty in understanding the topic of a dialogue. As the model, the teacher should be able to practice the dialogues in front of the class in such a way to attract the students' attention so they can get involved into the class activity. The teacher should become a good model for the students in reading the

dialogues. The stress, intonation and the tone of every sentence should be correct because the students will follow the way their teacher practices the dialogues.

Time Allocation

According to 1994 SMU GBBP, there are seven sections each day for intra-curricular activity. Every section is 45 minutes. Since this experimental study is done during 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 researches 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 school have English as the extra-curricular activity so when they want to do an experiment during extra-curricular time, they should find out whether the school has an English extra-curricular classes.

Treatments

Because of the limited time, the treatment in this experimental study is only held three times. The treatments are done in a short period of time on different days. It will be much better if each treatment of both groups is given on the same day. All the treatments are given in a week since there are only three times of treatments for each group. This is done in order to control the result of the treatments. For other researches, it will be better to give the treatments more than three times since it will give a better result and also make the result of the study more representatives.

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