

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the research conclusion and discussions in detail as the result of the study. This chapter consists of two sections, the first section is conclusion and the second is suggestions.

5.1 Conclusion

This study investigates whether series of pictures can be used effectively in improving students' writing of procedure text and to what extent series of pictures improve students' writing of procedure text. Based on the theories, findings, and discussion explored in the previous chapters, some conclusions can be drawn as follows.

First, the findings of this study showed that the media was proven to be effective in improving students' writing procedure text. The statistical computation showed that there were significant difference in the achievement between the experimental group that was given series of pictures and the control group that was given a single picture. It can be seen in the value of t-test calculation which showed t_{obt} is 8.129 was higher than the t_{crit} was 2.000 at $p =$

0.05, with $df = 68$. For that reason, the null hypothesis was rejected. Based on the finding, it can be concluded that series of pictures improved students' writing of procedure text significantly. Although it also showed that a single picture could also improve the students' writing of procedure text, the improvement was not significant.

Second, in relation to the research question number two, the data resulted from this study showed that series of pictures improved students' writing ability by giving knowledge and model in five aspects. They are genre, register, discourse, grammar and graphic features. The five aspects improved in varied distribution. Genre and discourse aspects improved significantly, since treatments provide them with knowledge of the topic and the students learned and adapted the proper genre of procedure text. Thus, they could produce their own text with appropriate structure. Furthermore, another three aspects improved but the improvement was not significantly improve like the aspects mentioned earlier. Graphic features aspect, for example, was shown by index gain that the score increased, yet the result of document study showed that there were not many improvements found in this aspect.

From the results above, it can be concluded that series of pictures is an effective way to improve students' writing ability as it provides students with knowledge and five model aspects (genre, register, discourse, grammar and graphic features). Among the five aspects, genre, register and discourse were the aspects that improve significantly. Besides, this media can be implemented as an

alternative method in teaching writing, particularly procedure text for the seventh graders of junior high school.

5.2 Recommendations

Based on the research findings above, there are several suggestions that can be recommended for the follow up studies. These suggestions are proposed for those who are interested in learning writing procedure text using series of pictures. The suggestions are as the following:

The first is the use of series of pictures in teaching writing at junior high school seems to be statistically effective in some ways. The use of this media offers improvements to students' writing as well as their motivation to learning writing. Therefore, it can be concluded that the use of this media can be used as an alternative media, in some ways, to the development of students' writing ability.

Furthermore, it is also suggested that the research should be well-planned. Unexpected things should be anticipated by preparing back-up plan in case something goes wrong. Besides, it is also suggested that the scoring process of pretest and posttest is conducted with the presence of all the raters and is not done separately. This is in order to keep the scoring process controlled and to avoid inaccuracy in giving score.

The second is for English teachers. It is suggested that they should choose clear and colorful series of pictures as an alternative method in teaching English,

especially writing skill. It is because students are more interested in looking it. Then, teachers should choose the materials and topics which are appropriate for the pictures. Besides, teachers should also give clear instruction and pay attention to the time allocation for reconstructing the text. As a result, it is necessary to develop teaching model using series of pictures as a media of learning English continuously, which has an important role in supporting the implementation of teaching, and learning process.

The third is for further research, this study may be lack much information about series of pictures as media. Hence, the researchers are suggested to conduct the use of series of pictures in teaching other skills in teaching different levels better with longer periods of time to find out better and detailed results.