

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents the conclusions that can be drawn from the results of study, describes its limitations and provides ideas for further research on picture as a writing prompter.

5.1. Conclusions

This study was concerned with the use of picture as journal writing prompter for young learners. The purpose of the study was to find out the benefits of using picture to help young learners to write in journal, and to discover the young learners' responses toward the use of pictures in their writing activity.

Previously, the similar research on writing, young learners, pictures, and journals have been conducted. This study confirms findings from the previous research that pictures are unarguably effective media to be used as a writing prompter (Sands, 1956; Sinatra, 1986; Bates 1991, in Schweizer 1999; Sagita, 2009).

The findings of this study signified the use of picture as an effective prompter for writing. That argument was supported by the data gained from the observation and interview. Clearly, it can be seen that the young learners enjoy their writing in journal since they were provided with the pictures as the prompter, moreover they always respond positively and easily engaged to the lesson. The use of journal was also interesting for the young learners since they can express

their selves freely in a written graphic. Somehow, these writing activities gave a privileged space for them to explore their selves.

This research came up with some benefits related to the use pictures in young learners' journal writing, as follows: (1) helping students to remember vocabulary; (2) keeping the students engaged in the activity; (3) keeping students' attention span longer; (4) lessening students' writing problems on accuracy, task achievement, handwriting, and mechanics; (5) stimulating the students to use their dictionary; and (6) encouraging the students to have better writing strategies.

Regarding to the plenty evidences of the effectiveness of pictures as writing prompter, however the teacher had to anticipate the other learners who are not visual learners. They may be more attractive to be given sensory or musical aids for their learning. Another limitation is that the researcher was the teacher who implemented this method. Somehow, this can lead to subjectivity.

5.2. Recommendation

Based on the research findings, discussions, and the conclusions of research results, the writer proposes some suggestions concerning the writing activity for young learners, as follows:

1. The use of picture is highly recommended to be used on teaching English for young learners, especially on writing. It is an effective media to make the young learners actively-engaged toward the writing lessons, since it creates a longer attention span of the learners. Moreover, the use of visual

prompts is much better than the use of written prompts, because young learners are always attracted to colors.

2. Teaching and performing journal writing should be continuously developed to build learners sensitiveness to writing aspects, especially in English. It is better applied on a daily basis to make the learners accustomed to literacy.
3. In using pictures as a writing prompt, the teacher should consider the variety of learners. Each of them may have different interests. So that the teacher should facilitate their learning by combining some learning aids. He/she can integrately combine the pictures, real objects, and sounds/music as the teaching aids.
4. To gain more objectivity, the upcoming research can be conducted in different method and approach. The analysis of the data can use triangulation, so that the researcher has more sources of data, to avoid subjectivity.
5. For teachers who are interested to apply the method, they are suggested to vary the topics and keep it connected to learners' interests. The chosen pictures are better if it is familiar to children, and try to avoid pictures which can lead to multi-perception.
6. For teachers who are interested to teach writing, they are suggested to involve the students on assessing their writing as a reflection for their own progress.

7. For those who are interested to conduct the similar research, they are advised to collect the data from more perspectives to yield a more comprehensive result. For example, the researcher can assess the young learners' respond by using child-friendly questionnaire; and can see parents' opinion about the progress of their children in learning English.

