

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides general conclusions about the findings. It also offers some suggestions for teachers, students and future researchers.

5.1 Conclusions

The aims of this study are to find out whether there is any improvement of students' ability in writing recount text by implementing Picture Word Inductive Model and identify the students' responses toward the implementation of PWIM in class. The result showed that PWIM can be used as a strategy in teaching writing a recount text. It was proved by the improvement of students' writing ability after applying PWIM. The improvement of students' writing ability could be seen from the posttest result of the experimental group which is higher than the control group. The average value of the experimental group was 79,23 while the average value of the control group was 73,67. The improvement could be seen also in five aspects which are Grammar, Vocabulary, Mechanics, Style, and Organizations. Moreover, the level of significance from independent t-test computation showed that the score was 0,002 which is lower than the level significant (0,05). The result of r value was 0.395 which is large in scale. It proved that the PWIM improve students' writing a recount text.

PWIM helps the students to build generalizations before the process of writing began. The students are allowed to express and explore their mind when identifying the words from the picture. PWIM is claimed as pleasurable activity that allows the students to be more active and attracted in writing. The picture enhanced the students' imagination because it provides visual object that makes the describing process more practical. Students can learn more words in terms of meaning, spelling and use. They unlock the words that they have not seen before. Therefore, they could write better and feel more confident in writing using English. Through PWIM, students could write in smoother and flowing way

rather than the previous moments where they felt difficult in getting the idea to write. Based on the overall result of the study, PWIM gave contribution to the improvement of students' ability in writing a recount text.

5.2 Suggestions

Based on the conclusion above, there are some suggestions described as follows.

For the English teacher, this strategy can be used in classroom as pleasurable and interesting activity to give some ease for students to write. There are some suggestions that should be considered by the teacher before applying PWIM. First, the teachers should prepare the material and media very well which appropriate to the class condition. Teachers should be careful in selecting the picture. Teachers should choose picture that is familiar with the students so they can contribute to the words eliciting process. Second, teachers should encourage students to be active during the PWIM process. Good communications are needed to make the students more comfortable. Therefore, the students would not hesitate to ask any questions about the materials that they do not understand well. Third, In PWIM process, it is better for teacher to modeling each step by giving examples. So each students will be understand and follow every step of PWIM. Forth, when modeling the paragraph, use students' sentences to create paragraph instead of teachers' sentences. As well, the teacher gives more models on how she/he combines sentences, changes or adds some of the sentences to communicate effectively with the reader.

For the students, they should improve their skill in English especially writing skill. Writing is difficult skill to be achieved. Writing has to be learned in school very much that same way that it is practiced out of school. Learning in the class is not enough to mastering the skill. Students should practice writing more at home. Making a good writing will take time, keep learning and don't be afraid to make mistakes.

For the future researcher, they can use this research as a reference when they have similar research. Besides, there are some limitations of this study by

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using quasi-experimental design. First, Statistical analyses may not be meaningful due to the lack of randomization and the threats to internal validity. The threats to internal validity can be caused by some reason. Maturation, show behavioral change because the students can be more experienced between pretest and posttest and not due to treatment. Also, testing, showing effects due to repetition of certain behavioral measurements. Repetition of writing can make the students more familiar with the test so that performance will increase. Second, Pre-existing factors and other influences are not taken into account because variables are less controlled in quasi-experimental research. For example, factor habit or experiences. There are some students who are good in writing before the treatment conducted. They learn to write with their private tutor at home, they practiced writing recount text before the chapter is taught. If other variables are not controlled, the researcher can be assured that the treatment was the sole factor causing the outcome. This study still has weaknesses and the researcher hopes there will be an improvement for the next researcher. The researcher also suggests to other researchers to apply PWIM in different kinds of competences or different grades.