

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter consists of two main parts namely conclusion and suggestions. In the conclusions part, the result of the research will be summarized. Meanwhile in the suggestions part, the suggestions related to picture series is given.

#### 5.1 Conclusion

This research is about using picture series to scaffold joint construction in improving students' writing skills. Based on the findings from previous research and the findings from previous chapter in this research, using picture series can statistically improve students' writing skills, especially recount text. The results show that students' post-test is higher than pre-test score. Based on three aspects of writing which are format and content; organization and coherence; and sentence construction and vocabulary, students' progress are gradually improved. The summary of students' improvement is stated as follows.

After getting the treatment, they could expand their imagination because picture series facilitates them to think widely. Each picture has its own story that can be developed. In accordance with previous statement, they could create and develop their story by using picture series. The teacher provided four topics and each topic contains six pictures. So the students could make longer story than previous story because those pictures led them to describe more. It is because pictures contribute to some points, such as interest, motivation, a sense of the context of the language, and a specific reference point of stimulus.

Since picture series are arranged in sequence, they could develop their story into correct organization. The students did not misunderstand anymore how to begin a story on recount text. Additionally, the students unified the paragraphs properly. The events were connected each other and the story mostly logical progression of content. It is because picture series not only gives the students the

depiction of what they are going to write, but also makes it easier for the students to write the suitable writing that is congruent with each picture.

After using picture series, they finally could figure out what vocabulary that they wanted to write on their post-test easily. It could happen because the students were asked to identify each picture's things clearly. Also, before writing the post-test, they were asked to find relevant vocabularies contained in each picture. It is because picture series facilitates a source of non-verbal information which contains organized and structured messages which are connected with verbal text.

Besides the improvement of the students' writing skills, the students' response toward using picture series to scaffold joint construction in improving students' writing skills was also investigated in this research. In order to investigate the response, the questionnaires were distributed. Based on the result of questionnaires, picture series has engaged students in learning process. The students participated actively in classroom activities and also got involved into materials given by the teacher which made the students responded the questionnaires positively. In line with that, pictures can motivate the students and make them pay attention and want to take part in learning process. The results were relevant with the students' post-test score which revealed improvement in writing recount text. It is shown that nearly all of students found using picture series useful for their writing skills improving.

## **5.2 Suggestions**

Based on the research above, there are some suggestions that can be recommended for the school, the teachers, the students and also for the follow up studies. These suggestions are proposed for those who are interested in learning writing recount text using picture series. The recommendation are as the following.

The first is the use of picture series to scaffold joint construction in improving students' writing skills at junior high school seems to be statistically effective in some ways. The use of this technique offers improvements to the

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students' writing. Therefore, using picture series can be used as an alternative way in order to improve students' writing skills.

The second is for English teachers. It is suggested that they should make picture series as interesting as possible, for instance the pictures can be big, colorful or up to date with common things which became trending topics among the students. It is because students are more interested in looking those kind of pictures. Besides, teachers should also give clear instruction and pay attention to the time allocation for reconstruction the text. As a result, it is necessary to develop teaching model using picture series to scaffold joint construction in improving students' writing skill continuously.

The third is for the students. Picture series is beneficial to enrich vocabularies which are relevant with the materials in classroom. Also, it can be an alternative way to create ideas because picture series not only shows illustration without meaning but also it can give early image or ideas what they are going to write.

The fourth is for the further researchers. It is suggested to enrich information about main instrument which is used in this research, in this case picture series. Hence, the researcher suggested to conduct the use of picture series in other skills or other genre of texts in different levels better with longer periods of time to find out better and detailed result. Nevertheless, the process to conduct this research is far from perfect. There are some advices to avoid the false step to administer this research. First, it is important to observe deeply whether the students understand with the instructions given by teacher or not. Before administering the test, it is necessary to ask the students to repeat the instructions. Second, even though the focus of this research is using picture series, however it is substantial to emphasize the language features of the texts which are being learnt. In line with that, it can avoid the grammatical error or improper tenses use in writing the text.