

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of the study and suggestions for further study. The first section discusses the conclusion of the study based on the research questions that have been presented in the chapter I. The second section presents the suggestions for the teachers, readers, and further study.

5.1 Conclusion

This study focused on the use of picture series in writing recount text. The study was aimed to investigate the use of picture series in assisting students in writing recount text and the students' response to it. The findings of the study revealed that the use of picture series helped the students to improve their skill in writing recount text. Moreover, the students could gain new ideas as they learn new vocabularies from picture series as a learning media during this activity. Then, they could arrange the vocabularies into several sentences chronologically by following the sequence of the pictures.

In analyzing students' writing, the researcher used a framework of recount text from Tool of English as Additional Language (TEAL), Victoria, Australia. The aspect of analysis covered communication, cultural conventions, text structure, grammatical features, vocabulary, writing conventions, and strategies. The students' skill improvement in writing recount text is presented in the following descriptions according to their level of achievement.

As seen from the draft writing, the first student only reached the first stage for all aspects of his writing. It showed that this student still found some difficulties in writing recount text. However, in terms of cultural convention and vocabulary, the student could reach the second stage as he understood well about the generic structure of recount text and how to gain new words based on the picture he drew. Meanwhile, in the final writing, the first students could reach the second stage of all aspects.

Then, the second student could reach the second stage for all aspects in her draft writing. However, this student only reached the first stage in term of

communication as the researcher found a lot of mistakes in the sentence structure as it affected to the clarity of meanings that this student tried to convey. Meanwhile, in the final writing, the student showed significant improvement as she could reach the third stage for all aspects in her writing.

The last, in terms of cultural communication, text structure, writing conventions, and strategies, the third student could reach the second stage for all aspects in her draft writing and also she could reach the third stage in terms of cultural conventions, grammatical features, and vocabulary. In the final writing, this student could reach the third stage in terms of text structure, writing conventions, and strategies. Meanwhile, in terms of communication, cultural conventions, grammatical features, and vocabulary, the third student could finally reach the fourth stage.

Furthermore, the results also showed that the use of picture series helped the students to comprehend the material and learn about recount text easier because they could relate the pictures with the story. In addition, the use of picture series created fun and exciting teaching and learning environment, and activated the students' enthusiasm and activeness during classroom activity.

5.2 Suggestions and Recommendation

According to the research findings and conclusion above, some suggestions and are proposed. The use of picture of picture series teaching writing recount text is also applicable and appropriate for senior high school students as long as the teacher can lead the students with clear instructions and interesting activities. The use of picture of picture series is very helpful and useful for facilitating teachers and students in the activities of teaching and learning recount text. One of the important things that the teacher should consider is the selection of the pictures based on the situation and condition in the classroom. Another aspect that should be taken into account is the way teacher provides pictures as the learning media for the students based on the theory in teaching writing. In addition, the teacher should deliver clear instructions and interesting activities that can catch students' attention easily.

There are some possible recommendations for further study in order to determine the contribution of picture series in teaching writing recount text. First, further researcher can choose another genre of text such as narrative text and procedural text that incorporates picture series in the teaching and learning activities. Second, the further researcher should attempt to conduct the study in other levels with more members of students. Moreover, further researcher can also explore how the students' recount writing is analyzed in the framework of readers' response theory.

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THE USE OF PICTURE SERIES IN TEACHING WRITING RECOUNT TEXT

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