CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter deals with the discussion on the results of finding. In the first section, the researcher describes and discusses overall finding from the teaching program, the students’ texts, and the interview reflected in the conclusion in line with research questions and background of the study. The second section, the researcher offers some suggestions related to the primary issues.

5.1. The Conclusions

After all the steps of the research have been passed, the findings are reported, analyzed, and discussed, then conclusion is made based on the findings’ analysis and discussion.

From the teaching program and the interview, the researcher found that the use of picture books is significant to improve students’ ability in English writing, especially in writing narrative texts. Students in this study found some benefits of using the picture books. These benefits include the enhancement of enjoyment of the writing process, promotion of creative writing and thinking skills, as well as fostering the cooperative learning and improving students’ speaking ability.

The majority of the students in students’ interview indicates that writing using picture books was an interesting way of learning English. From the students’ interview, they reported that this was their first time to write using picture books in English. They felt proud of writing “a book” on their own when they read their story to the class. The
data in this study showed it was a valuable experience for students to write the first book in their life in English. Most of the students agreed that their English writing would be better if they kept on learning English by using picture books. Thus according to the researcher’s observation, the students in this study were confident of sharing their story with classmates. They felt it was an interesting way to learn English. One explanation might be that students were confident with their works because they had already discussed and shared their writing before with their peers in their groups so that they had a big confidence to tell their story in the class and this can be a way of improving their speaking ability by telling the story in front of the class.

This evidence proves that this approach to teaching writing provides a good motivation to encourage students to learn English. Carter, et al., (1998) mentioned that when students perceive writing to be fun, they will be more confident in sharing their thoughts and feelings on paper. Therefore they really need a good way of motivating them to learn English other than conventional English teaching methods. This study suggests that using picture books may be a successful way of motivating students in learning English writing because this way can enhance students’ enjoyment of the writing process.

The students from the informal and formal interview reported that they had learned new vocabulary by writing using picture books. The students in this study reported that they usually use dictionaries and some of them visited a website as a reference to complete their stories. In addition, the students also agreed that their biggest problem with writing storylines for wordless picture books was their limited vocabulary. The students in the study showed that they learned how to use their
vocabulary in their writing. They said that they usually learn difficult words from textbooks, but they did not know how to use them in their real life. The evidence in the study showed that students with limited vocabulary are likely to be guided with the expanding their vocabulary when completing sentences. When students are encouraged to invent their own stories by using pictures, the students’ vocabulary was expanded by expressing their ideas more precisely. This also corresponds to the argument of Carter (et. al., 1998) that says using picture books helps students to develop their writing skills and enhances students’ vocabulary. Moreover, when students’ vocabulary increases, they are more likely to develop their English writing skills.

Furthermore, more than half of the students believed that group discussion and editing helped their English writing. According to students’ interview, the students thought that group editing is helpful for story development, especially in English writing. During group discussion, students can talk with their partners about how their story developed, how to make the story more logical, what words should be used, and what grammar structures should be employed. Most of the students liked the way students and lecturer conference at the end of the meeting, where every student had to read or present their story in the class. The students believed that class presentation helped to improve their communication, and provided them with opportunities for them to practice English. The students also noted that they not only learned English narrative writing, but also practiced their speaking skills from this project. From the teacher’s evaluation and assessment, although there were mistakes in the students’ writing samples, their English writing improved in comparison with their pre writing sample(first
text). The teacher found that the students’ writing narrative text using picture books tended to be more logical, more organized with regards to the ideas to enrich a theme, and more correct terms of spelling, grammar, usage, paragraphing and capitalization. And according to the researcher’s observation and students’ interview cooperative learning happened while conducting the picture books.

This finding shows that the students respond positively towards the teaching and learning process using picture books. However, despite the success, from the interview, the students also mentioned that they found difficulty due to their limited vocabulary during attending the program. Therefore, the weakness in this study hopefully can be covered by further research.

5.2. Suggestions

Based on the findings, there are some suggestions proposed for further research. The suggestions are intended to enrich, and find the best way of teaching writing. Besides they are also meant to provide an alternative for helping the students and institution to achieve the curriculum objectives of teaching English.

For further research, here are some suggestions that can be appreciated. First, as this research only concerns with the use of narrative text, it will be beneficial if there will be other research on the use of other genre for higher levels.

Second, concerning the weaknesses in this study that the students still find difficulties related to the vocabulary, it will be better if the other researchers investigating other way to cope with this problem.

Third, organizing students in cooperative pairs and sharing fosters student enjoyment is okayed to apply.
For the English teacher, the teaching of writing can also combined with other skills, such as speaking skills. Teaching using visual aids should be provided as much as possible to facilitate and lead students to the stage where they get full confidence to do work independently.

This study encourages educators working with students to use picture books to develop students’ writing skills. By doing so, both students and educators will be challenged to move toward new and exciting levels of accomplishment.