

CHAPTER V: SUGGESTIONS AND CONCLUSION

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Learning English as a foreign language cannot be separated from learning all the four basic skills—listening, speaking, reading, and writing skills. Writing is very important for communication just like speaking. However, learning how to write is not easy and students at any level often find difficulty when they are asked to make a composition. This study concerns only on the simplest type of writing, that is narration, because even it is the simplest one, many students still cannot make it well. This happens because the students often find difficulties to make the opening sentence and to organize the information. The sample of the study is the second year students of SMUK. St. Agnes. They have been taught about narrative writing since they were at junior high school level. Therefore, they are assumed to be familiar with this kind of writing.

To overcome the problems faced by the students, the writer offers two techniques that can hopefully reduce the difficulties. The techniques are the use of picture series with written questions and the use of a list of vocabulary with headings as means to teach narrative writing. The writer wants to know which technique is better in terms of their effect on the students' narrative writing results. The writer conducted the experiments by giving three writing assignments as the treatments and one more as the post-test. The post-test was then kept as the main data while the treatments were used as the supporting data. To avoid the

subjectivity in scoring the subjects' writing assignments, the writer asked two SAC counselors to be the raters. They were believed to have the same qualification of education and competence since they were under graduates of the English Department of Widya Mandala University. The scoring procedure itself was done based on the ESL Composition Profile. The profile consists of five criteria, namely content (13-30), organization (7-20), vocabulary (7-20), language use (5-25), and mechanics (2-5).

Based on the main and the supporting data, the writer finds out that there is no significant difference in the students' writing achievement between the class which was taught using picture series with written questions and the one taught using a list of vocabulary and headings. That means both techniques are good for teaching students of senior high school to write narrative composition. Besides calculating the score of the students' writing assignments, the writer also calculates the scores of the two criteria of the ESL Composition Profile, they are the content and the organization, on their writing assignments. The result indicates that both techniques are the same in their effectiveness to help the students get the ideas to write more easily and organize them chronologically.

5.2 Suggestions for English Teachers

In this point, the writer would like to give some suggestions for English teachers. In this study, the writer finds out that there is no significant difference on the students' writing achievement between those taught using picture series with written questions and those taught using a list of vocabulary with headings

technique. The students of both classes were well motivated to write narrative compositions since the techniques used helped them a lot in the process of writing. Therefore, the writer would like to suggest English teachers to use the techniques as combinations or in turn as variation.

Here, the writer is willing to suggest some combinations and variations of the techniques. The first is the combination of picture series with written questions and a list of vocabulary. Picture series can stimulate the students' imagination while written questions guide the students to write chronologically and coherently. Afterwards, a list of vocabulary can help the students to get the words they need more easily. Another choice is the combination of picture series with headings and vocabulary. The students' imagination can be stimulated by picture series and the ideas can be organized more chronologically by the use of headings. A list of vocabulary, then, will help the students to write more easily. The last choice offered here is the combination of heading with written questions and a list of vocabulary. Headings help the students to organize the ideas well while written questions help the students to write in more details about the title.

The choices of combinations that the writer presents here are only some examples. In fact, English teachers can create their own combinations to be applied to their students. Beside those combinations, the writer also suggests English teachers to use the methods in turn as a variation. For instance, if on the first meeting teachers use picture series with written questions to teach narrative writing, then, on the next meeting, they can use another technique, it is either a list of vocabulary with headings or one of the combinations mentioned previously.

5.3 Suggestions for Future Research

In this opportunity, the writer would like to share her experience related to the weaknesses she finds in this study. The writer conducted the treatment only three times, so the result may not be convincing. She suggests future researchers to add the amount of the treatments so that they will get more convincing results since they can observe the development of the students' writing competence.

The other weakness deals with the number of the sample (76 students). The result of this study cannot be generalized to all students of senior high school students in Surabaya. Due to this, the next researchers are advised to use a larger sample comprising from different schools in Surabaya so that they will be able to generalize the result to all senior high school students in Surabaya.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Arcana, Nyoman. 1989. *Pengantar Statistik II*. Universitas Katolik Widya Mandala Surabaya.
- Barron, A.F. & Gary W. Orwig. 1995. *Multimedia Technologies for Training*. Englewood: Libraries Unlimited, Inc.
- Breitkreuz, H. 1967. *Progressive Picture Composition*. London: Longman.
- Breitkreuz, H. 1972. *Picture Series in English Language Teaching*. English Teaching Forum, Vol. XXVI No. 2, February, p.2
- Brown, A.C. 1984. *Grammar and Composition Third Course*. Houghton Mifflin Company.
- Clouse, B.F. 1983. *Writing: From Inner World to Outer World*. USA: McGraw-Hill, Inc.
- Coppen, H. and W.R. Lee. 1983. *Simple Audio Visual Aids for Foreign Language Teaching*. London: Oxford University Press.
- Cowan, E. 1982. *Writing: Brief Edition*. Glenview: Scott Foresman Co.
- Cross, A.J.F and Irene I. Chyper. 1961. *Audio Visual Education*. New York: Thomas Y. Crowell, Co.
- Dagher, J.P. 1976. *Theory of Writing*. New Jersey: Prentice Hall, Inc.
- de Keiffer, R.E. and Lee W. Cochran. 1962. *Manual of Audio Visual Technique*. New Jersey: Englewood, Prentice Hall, Inc.
- El Araby. 1974. *Visual Aids for Teaching Writing*. English Teaching Forum. Vol. VIII. No. 5, July, p.11.
- Feng Xing, Z. and Chen Shih Jin. 1989. *Technique to Teach Writing*. English Teaching Forum. Vol. XXVII, No.1, Jan.
- Finnochiaro, M. 1974. *English as a Second Language. From Theory to Practice*. New York: Regents Publishing Co.
- Franken, M. 1987. *Self Questioning for Improving Academic Writing: Guidelines*. Vol.9 No.1, June.
- Garcia, A. and Robert Myers. 1974. *Analogies: A Visual Approach to Writing*. New York: McGraw-Hill, Inc.
- Hamalik . O. 1982. *Media Pendidikan*. Bandung: Alumni.
- Hardaways. 1978. *Thinking into Writing*. Massachusetts. Wintrop Publisher, Inc. Cambridge.
- Hariyadi, L. 1998. *The Effect of Using Picture Series with Oral Questions on the Narrative Writing Achievement of the English Department Students of Widya Mandala University*. Unpublished thesis.
- Heaton, J.B. 1980. *Beginning Composition through Pictures*. Hongkong: Clouse
- Howell, J.F. and Dean Memering. 1993. *Brief Handbook for Writers*. New Jersey: Prentice Hall, Inc.
- Kane, T.S. and Leonard J. Peters. 1980. *Writing Prose: Techniques and Purposes*. London: Oxford University Press.
- Kemp, J.E. and Deane K. Dayton. 1985. *Planning and Producing Instructional Media*. New York: Harper and Row Publisher, Ins.
- Kessler, L. and Duncan McDonald. 1984 *When Words Collide: A Journalist's Guide to Grammar and Style*. California: Wadsworth Publishing Co.

- Koeppel, M.S. 1989. *Writing: Resources for Conferencing and Collaboration*. New Jersey: Prentice Hall, Inc.
- Kreidler, C.J. 1968. *Visual Aids for Teaching English to Speaker of Other Languages*. Washington D.C.: Information Agency.
- Langan, J. 1985. *English Skills*. USA: McGraw-Hill, Inc.
- Lorch, S. 1984. *Basic Writing: A Practical Approach*. Canada: Little Brown & Company, Ltd.
- Matthew, C. and Joanne Marino. 1992. *Professional Interaction*. New Jersey: Prentice Hall, Inc.
- Moody, F. 1981. *Free Composition*. *ELT*, vol. XXI, NO.4, March, p. 168.
- Percy, B. 1981. *The Power of Creative Writing*. New Jersey: Prentice Hall, Inc.
- Prijambodo, V.C. 1999. *The Vocabulary in Composition of the English Department Students of Widya Mandala Catholic University Surabaya*. Unpublished thesis.
- Protherough, R. 1983. *Encouraging Writing*. London: Methuen and Co., Ltd.
- Renkema, J. 1993. *Discourse Studies: An Introductory Textbook*. Philadelphia: John Benjamins Publishing Company.
- Rippon, M. and W.F. Meyers. 1979. *Communicative Writing*. USA: Harcourt Brace Jovanovich.
- Setyawati, A. 1998. *The Effect of Using Pictures Series on the Narrative Writing Achievement of the English Department Students of Widya Mandala University*. Unpublished thesis.
- Soeparno, Drs. 1980. *Media Pengajaran Bahasa. Proyek Peningkatan/Pengembangan Perguruan Tinggi*. Yogyakarta: IKIP.
- Susanti, L. 2000. *The Effect of Using Picture Series with Oral Questions and A list of vocabulary with Headings on the Narrative Writing Achievement of the English Department Students of Widya Mandala University*. Unpublished Thesis.
- Underhill, M.C. 1987. *Testing Spoken Language: A Handbook of Oral Testing Techniques*. The Press Syndicate of the University of Cambridge.
- Warriner, J.C. 1977. *Advanced Composition: A Book of Model for Writing*. London: Brace Jovanovich, Inc.
- Warriner, J.C. 1980. *Advanced Writing*. London: Brace Jovanovich, Inc.
- Wells, G. 1978. *How to Communicate*. England: McGraw-Hill Book Company.
- White, F.D. 1986. *The Writer's Art*. California: Wadsworth, Inc.
- Wilkins, D.A. 1972. *Linguistics in Language Teaching*. London: Edward Arnold. (Publisher) Ltd.
- Winterword, R. and Patricia Murray. 1985. *English Writing and Skills*. USA: Coronado Publishers, Inc.