

CHAPTER V

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This chapter consists of two parts. The first is the summary of this thesis while the second deals with the suggestions of the writer concerning with the teaching of writing through serial pictures.

5.1 Conclusion

From the four language skills , namely reading, listening , speaking and writing are taught for academic purposes, learning to write in English is considered as one of the few school or college activities that students rate as highly important as their teachers or lecturers do. Thus, in terms of the importance of writing, the teaching of writing may be seen to occupy an equal role with the teaching of other language skills.

However, in fact the writer realizes that the teaching of writing at SMU level tends to get less attention if it is compared with the teaching of reading. This is because of the application of 1994 curriculum which emphasises more on the reading skills. Consequently, many of SMU graduates are often faced with difficulties in making a composition. This can be seen from the first semester English Department students of Widya Mandala University. The writer observes that many of them still can not make a composition, the simplest and the easiest kind of writing, narrative writing. They often feel unmotivated and uneasy everytime they are asked to

write. Moreover, they are often faced with difficulties in getting ideas and composing their ideas chronologically and coherently.

To overcome this problem, students should be given an aid that can motivate them to write which later on can help them in getting ideas and composing their ideas in a good writing organization.

In this study, the writer suggest a writing technique that is the use of picture series as means to teach narrative writing which is considered as a good way of helping students to get ideas and organize the ideas to write. In proving this assumption, two classes of the first semester English Department students at Widya Mandala belonging to the year 1997-1998 are taken as samples of this study. Based on the three writing assignments given during the treatments and one writing assignment given in the post test, the data show that there is a significant difference in the students' writing achievement between two classes. The students who are taught using picture series have better narrative writing achievement than the ones who are taught using list of vocabularies. Consequently picture series can help the students in getting better ideas to write and in organizing the ideas chronologically and coherently into paragraphs.

Furthermore, the writer also calculates the effect of the use of picture series on the two types of level criteria based on ESL guidelines, namely **Content and Organization** . The results indicate that the use of picture series as means to teach narrative writing can improve the students writing

achievement better than the use of list of vocabularies. This is because in the use of picture series, students have more chances to be trained to improve their abilities more in getting ideas and composing the ideas chronologically and coherently based on what they see in the pictures.

5.2 Suggestions For The Teacher

At the end of this study, the writer would like to give some suggestions that may be useful for writing teachers or lectures especially in teaching writing through pictures.

There are many kinds of pictures that can be used in the learning teaching activities. In order to improve the students' writing achievement optimally, a teacher, however, should be creative in managing and providing the pictures. Since the dominant focus of this study is placed on pictures, the teachers are expected to carefully choose the materials. They must be able to present the pictures in such a way which can really be interesting and motivating for the students to write. It has been mentioned before that pictures can be provided through copies and drawings, however the teachers can also make them in other ways, for instance by using stickers and arranging them to form a series of picture series, by cutting pictures from magazines, etc.

As the role of teachers in class is important, in applying the use of picture series in teaching narrative writing, they should be able to encourage students to be active in class. This is by stimulating them in expressing their

ideas through following the flow of the story on the pictures and develop them into good composition. For example, before the students began to write, the writer had asked them several questions concerning the pictures. By doing this, the students were encouraged to express what they see, whether it is the situation, the activity or the setting based on the pictures.

Another thing that the writer wants to suggest is that the teacher should be able to make their students more creative in writing. It means that when the students are composing their sentence, let them feel free to express their ideas or interpretation they get from the pictures. The teacher don't have to ask them to interpret the pictures exactly and precisely as they are , but it is advisable to use a variety of expressing in writing.

Finally, the writer hopes that the English teacher who teaches writing especially for narrative writing will apply this technique as an alternative for teaching writing in class. The writer will also be really grateful if this study can be a meaningful contribution to the improvement of the teaching of writing in the English Department of Widya Mandala University itself.

5.3 Recommendation For Further Research

After completing this study , the writer also wants to share her experience related to the weaknesses she found in this study.

To conduct the treatments, in this study the writer came three times to each group, experimental and control group before she gave the post test. It may have given more complete results if the amount of treatments are added

in order to reach more reliable and profound results. This is because the students' development in thinking can be observed more deeply.

The population and sample of this study are taken from certain subject who are merely a small part of the whole. While for the materials (picture series), they were taken only from certain book. In short, the population and sample and the writing materials used in this study are limited to a certain part. Hence, the result can not be generalized to all people or to all kinds of writing materials. Knowing the weaknesses, the writer realizes that this present study is far from being perfect. She suggests that in conducting further research, other researchers will use more treatment, a wider scope of subjects and various sources of writing materials (picture series) for achieving more complete, valid and profound result.

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