

CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter will cover the conclusion of the writer's study and the suggestions of the writer concerning further research of teaching narrative writing using picture series with oral questions and list of vocabulary with headings.

5.1 Conclusion

Due to the fact that students often find difficulties in getting ideas to write, they need something that can help them to stimulate their ideas. To cover this, the teacher should provide some models as the teaching technique. In her present study the writer would like to find out whether the use of picture series with oral questions in teaching narrative writing can improve students' performance in getting the ideas of writing and whether the technique of using picture series with oral questions in teaching writing influences the students narrative writing achievement significantly. Proposing the H_0 that there is no significant difference and the H_a that there is a significant difference in the narrative writing achievement between those students taught with picture series with oral questions technique and those taught with list of vocabulary and headings, the writer conducted an experiment on two groups of the English Department students of Widya Mandala University, Surabaya.

The groups taken as the subject of this study then were given two different treatments. Group A was taught using picture series while group B was taught using list of vocabulary and headings. These treatments were given in three

meetings and both groups got three same topics in those meetings. After the treatment period was over, then both groups were given a topic as the post test.

Based on the results obtained from the treatments in which the group A students get better writing achievement scores, it can be said that the use of picture series with oral questions in teaching narrative writing can improve the students' performance in getting the ideas of writing although there was no significant difference. While the results obtained from the post test indicates that the technique of using picture series with oral questions in teaching writing does not influence the students' narrative writing achievement.

From the analyzed result of content achievement (in the post test), it is showed that the use of picture series in teaching narrative does not help the students much in getting ideas since they were given only a single topic without any pictures for the post test while the students of group B which is taught using list of vocabulary and headings has already get used to write a composition without any pictures at all.

The analysis of the organization achievement proves that the use of list of vocabulary in teaching narrative writing is very helpful in organizing students' ideas since it makes a significant difference between the groups' organization score.

5.2 Recommendation For Further Research

At the end of this study, the writer wants to share some points about the weaknesses she has found in this research.

Related to the topic used for the post test in this study that the writer has considered to be too general for the students to write, the writer would like to

suggest other researchers to take another more specific topic to be used in the post test. For example, "A Day In The Museum".

The writer also hopes that the instrument used for further study can be designed as equal as possible for both groups since she found that the instrument provided in this study, perhaps has more tendency to the list of vocabulary and headings technique.

About the subjects used, she wants to suggest other researchers to categorize the subjects into poor and good students. In this way, it is hoped that the effect of the use of both techniques on those different levels of students can be observed better. It will be more interesting to find out the effect of the technique if it is applied to certain levels of students.

Since the use of each of these techniques has its own purpose in teaching narrative writing, therefore the writer would like to suggest to writing teachers to combine the use of these two techniques. The writer means that the teacher sometimes can use the picture series and oral questions technique and for another meeting, the teacher can use the list of vocabulary and headings technique. Thus, the students can learn to get ideas and also practice their creativity to organize the ideas.

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