

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the findings and result. This conclusion is drawn from the answers to the question of the present research as stated in chapter 1. The research questions are (1) How is the implementation of the planed scenario of implementation of teaching writing procedure text using picture series as learning media,(2) How are the responses from the teacher and students of the eleventh grade IPS major SMA Pasundan 1 Cimahi, (3) What are the students' difficulties in learning writing procedure text by picture series as learning media.

A. Conclusion

Based on the findings and discussion presented in chapter 4, the answers to the question of this research are as follow.

First in terms of the implentation of teaching writing procedure text using picture series media, the teaching process was based on scenario. In the first meeting the lesson was about "Introduction to Procedure Text". In this first meeting, the writer is gave the task which using picture series about how to make freid rice that contained three instructions, namely the students give the number sequentially in each picture, the students match the ingredients appropriately and the students match the steps sequentially. Then, at the second meeting the lesson was about "Make a Procedure Text Based on The Picture Given". In this second meeting, the writer gave instruction to the students for answering the second task

that contained only several picture series. In this task, the teacher instructed the students to write the generic structures of procedure text likely goals or title, the tools and ingredients, and steps based on those pictures. However, when the writer asked students did the second task about “how to make juice mango” , some of students still has difficulty on understanding the English word and sentences. Some of students still need the dictionary to write the words or sentences in English. It is because probably, they still have lack of knowledges on vocabulary and grammar. As stated by Bryne (1988), the problems that make writing difficult are the lack of knowledges on grammar, vocabulary, language use and choosing of sentence in writing. Furthermore, at third meeting as the last meeting, the lesson was about “Make a Procedure Text”. In this last meeting the writer gave a task and test. The task was about “Write a Procedure Text”. In this task, the writer instructed the students to write a procedure text based on the given the picture series about “how to cooked noodle” with regard to the generic structures of procedure text like goals or title, the tools and ingredients, and steps. While in the test, the writer instructed the students to write a procedure text based on students creativity without pictures. In the last meeting the students already understood the procedure text material. At this time the students rarely consulted the dictionary when they wrote the words or sentences in English. In addition, the teacher did not received any questions from students in this meeting. Therefore, it is proved that the students was having good understanding to the learning materials. At the end of the each meeting the teacher always gives appreciation, feedback and motivation to students so that students are more active and interested in learning English, especially in writing procedure text.

Second, for answering the second research question, the writer used questionnaire and interview. Its was used to know the teacher's and students' responses toward the implementation of teaching writing procedure text using picture series media. Based on the data from questionnaire filled out by the teacher responded that picture series media is one of appropriate learning media for teaching writing procedure text. Then, based on the data from questionnaire filled out by the students, most of students responded that picture series media is one of the effective learning media for teaching writing procedure text. Meanwhile, from interview with a teacher, that teacher responded that picture series media is one of uniques learning media and it could made students never bored and more attracted on learning especially on learning writing procedure text. And from interview with selected students, most of students responded that picture series media was nice, fun, and very interesting learning media. However, the teacher said there were some students who faced difficulties to response the question and also they still did not noticed to the writer's explantion. It is supported by Istarani (2011) who said picture series media make classroom situation less conducive and students more noisy. However, some students have conversations with their friends and there are some students who don't pay attention to what the teacher says in the learning process.

Further, in order to answer the third research question, the writer used questionnaire and test. Its used to know the student's difficulties on learning writing procedure text. From questionnaire, the writer found that some of students lack of English vocabulary and grammar. Then their still have difficulty in understanding English words and sentences and also translating English words and sentences into

Indonesian. And from the test, the writer found that most of students still lack on English vocabulary and grammar and also their still have difficulties on translating English words and sentences into Indonesian. It is proven from the result of the student test on writing procedure text which is a few students still have incorrect writing English words and sentences. Their score of vocabulary was 9, according Jacobson (1981) it is categorized as very poor. However, on the writing test of students in other writing elements are good.

In conclusion, the implementation of teaching writing procedure text using picture series media were appropriate to the planned scenario. It also received the positive and negative responses from teacher and students. The positive responses from teacher were this study was succesful. And from students, they felt fun, active, motivated and interesting during learning process. While, the negative responses were there still a few student has doing conversation with their friends and also did not really noticed to what the teacher says in the learning process. Moreover, in this study, the students felt difficult in translating English words into Indonesian or vice versa, because they have lack of understanding in vocabulary and grammar. It can be seen from the their results in test. Their score of vocabulary were 9, according Jacobson (1981) it is categorized as very poor.

B. Suggestions

After the writer conducted research at one of the senior high schools in Cimahi, the writer would like to provide the following suggestions:

1. For Teacher

The writer suggestions for teachers are as follows:

- a) English teachers can find new effective writing techniques that make students engage and enjoy learning.
- b) The teacher must manage the time as best as possible.
- c) The teacher must provide more grammar material and provide training to students.

2. For Students

The writer suggestion to students is as follows:

- a) Students never feel afraid of making mistakes in writing.
- b) Students should develop grammar that is easy to write.
- c) Students should use more dictionary.

3. For Other Researcher

The writer suggestions for other researchers are as follows:

- a) Other researchers can try to find various techniques as innovations in learning English, especially in writing.
- b) Other researchers must always do the teaching writing process in a fun way.