

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher presents the conclusion of the research and suggestions developing the using Treffinger model with picture series media in teaching writing narrative text at tenth-grade vocational high school in Cimahi.

A. CONCLUSION

In this conclusion, the researcher explained the improvement of students writing narrative text using the treffinger model with picture series media. During the implementation, students were initially less active in participating in learning, there were only a few students who were active in learning, and even then after being motivated by the teacher. After the second and third meetings, the students were already active in participating in learning process. It can be seen from students' creativity and enthusiasm when students made narrative text based on the given picture series. With this model, it is proven that using picture series is an effective way to make students enthusiastic in writing because if they do not use pictures, students usually take longer and face some difficulties in expressing their ideas into writing.

Based on the results of observations and questionnaires conducted by the researcher. It was found that students have a higher willingness to learn English because by using Treffiger models and picture series media, students find learning interesting and not boring. Most students were brave in expressing

different opinions from their friends. The students can solve the problem with groups and individually. As a group, it is proven when students write narrative texts well because students can be open to differences of opinion that exist in their groups. Individually proven when students succeed in writing narrative text without the help of their friends.

Besides, when the process of learning begun, the teacher also found some difficulties to deal with students. Teacher must often motivate students so that students become more active during learning activity. Most students are often confused when using a pronoun and often miss a generic structure that results in a narrative text that is not coherent.

The minimum score (KKM) for English lessons was 73. From the results of students test, it was found that the lowest score of students was 67 while the highest score was 85. Based on the analysis of the average score of the writing test, it can be concluded that the use of the Treffinger model and picture series media in teaching writing narrative text can improve the students ability to write narrative text and make students braver in expressing their opinions.

B. SUGGESTIONS

Based on the research, the researcher would like to give some recommendations related to teaching writing skills especially for narrative text.

1. For the English Teacher

The teacher must often give students the practice of writing various kinds of text. In providing material, teachers should be more creative in choosing

methods, models, or learning media so that students are interested in participating in learning. When the teacher chooses the picture as the medium, it is better to use a variety of pictures, colorful and clear.

2. For the Students

Students must be active while learning, so the time will be effective. If students have questions or opinions related to learning, students should be brave to reveal them directly to the teacher. When writing text students don't need to be afraid of making mistakes, but students also need to practice writing more text to get a good writing product.

3. For the Next Researcher

The next researcher is expected to be able to use a more diverse picture and try this model for learning to write other texts.