

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter deals with two aspects, conclusions and recommendations. The aspect of conclusion is the implementation result during the actions while the recommendation is the researcher's suggestion for the future in same study, "Improving Students Writing Competence through Picture Series for Tenth Grader". These two aspects are described as follows.

5.1 Conclusion

This aspect described the recording of the efforts during the research. This study elaborated the improving students' writing competence by using picture media. The research was addressed in Grade X Building Technique, SMK N 2 Pengasih. The school located in Jl. KRT Kertodiningrat, Margosari, Pengasih, Kulon Progo – Yogyakarta which is located nearby the capital city of Kulon Progo.

In implementing the research, the researcher conducted on March 2018 to Mei 2018. The researcher decided two cycles in his implementations. This study was done in order to answer the research question, how is the improvement of students' skill in writing through picture series, and; how is the students' interest in improving their writing skill by using picture series.

The researcher answered the research questions above by combining qualitative data and quantitative data. Qualitative data involved many aspects that could be considered all research elements, such as judgments, feelings, expectation, and recommendation. The data were collected by doing recordings the interview, questionnaires, documentations for additional data. Besides, Quantitative data needed to collect all students' scores by doing writing works. In this case, the researcher would use both qualitative and quantitative data. First, the researcher got the qualitative data from the interview with the English teacher, the questionnaire of the students' learning English, and the questionnaire of students' motivation in learning English. For collecting data, the researcher analyzed those data into percentage in the table and discussed in the Chapter IV. Last, the researcher got quantitative data from the score of pre-test and two post-tests. In this aspect, we know the result of those implementation that the students' score was improved.

The result of the quantitative data gave good feedback. The researcher answered the first research question, was how is the students' interest in improving their writing skill by using picture series. The students had good responses after the researcher gave implementations. The data was divided into two sides, agree and disagree. The data showed that 68,125% of the students agreed that they like English after the implementation. On the other hand, 31,875% of the students disagree if they like English. Next, the second research question was how is the improvement of students' skill in writing through picture series. From this question the researcher could prove that the students' score was improved. First, we could take a look from the result of pre-test. The mean of students score in pre-test was 61 and the post-test I score was 75,15. It meant that the result improved 14,15%. Second, the mean of students' scores in post-test II was 89,25. It meant from, post-test I to post-test II increase 14,10 %. Last, for whole result could be concluded that those implementations gave improvement significantly.

In addition, the researcher made a table of students' writing rubric. This aspect was just the elaboration of students writing rubric. The students score was improved. It could be seen by comparing the score of pre-test, post-test I, and post-test II. In assessing writing skill, the researcher used rubric scoring. There are five aspects, content, organization, vocabulary, syntax, and mechanics. The mean of pre-test was 49,2 for the whole aspect. In post-test I, the students got 65,9. It meant that the students' writing score were improved though the score had not achieved the Minimum Criteria of Mastery Learning (KKM) yet. The KKM of the school was 75. The researcher implemented the post-test twice. In post-test II the students' writing score was improved from 65,9 to 85,1. The score had already higher than the KKM need.

5.2 Recommendations

After conducting the research, the researcher had recommendation for the future research with the same study, "Improving Students Writing Competence through Picture Series for Tenth Grader". According to the conclusion above, the researcher would like to give some recommendation to:

5.2.1 Recommendation for The Teacher

The teacher is the actor in the class. As the actor in the class, he/ she should know what the students need. In conducting the teaching and learning process, the teacher should prepare a media. The media can help the teacher action in the class. In this case, the researcher had experience in using picture series for helping the students' writing skill. The teacher is expected to use media when he/ she teach writing skill. The picture can be got from internet or a book. Nowadays, the students are familiar with the internet. The teacher should take the advantages of the technology. The teacher can arrange the pictures based on the topic suitable with the core competence in the 2013 Curriculum. For showing the picture the teacher can presented it by showing in the LCD in front of the class or printed in the paper.

5.2.2 Recommendation for The Next Researcher

Nowadays, the aspect of technology is always expanded. Many people follow the phenomenon to upgrade their ability in using the technology. In the school side, many students take the chance to use internet for improving their ability in learning process. Therefore, the researcher suggests the next researcher to take the advantages to use the technology. For the next research that maybe has same study, the research suggested to use picture media for improving the students' writing competence. The media is easy gotten by searching in the internet. By implementing picture as the media, the researcher hope that this way is one of the reference for the next researcher.