

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter describes the conclusion and some suggestions, which are related to the research findings previously.

#### **A. CONCLUSION**

After carrying out the research and according the result of students test, based on analysis of the data, it can be concluded that picture sequences is effective to improve the students' skill of writing recount text at MTsN Ngronggot Nganjuk. It can be proved from the following facts.

Related to the students' achievement, the pretest scores was 1955 for the experimental group and 1958 for the control group. The mean of the pretest scores of the experimental group was 55,85 and the control group was 55,94. Then, the posttest scores was 2515 for the experimental group and 2105 for the control group. The mean of the posttest scores of the experimental group was 71,85 and the control group was 60,14. It means that the students have improved their ability after the treatments were given. The experimental group improved their score higher than the control group.

Based on Mann-Whitney U Test about Ranks and the test of statistics, the result showed that significant value is  $P (.000) < 0,05$ . The significant values was smaller than 0,05. It means that the score of experimental better than the score of control groups. It means that there is a significant difference between the mean Experimental and Control group. It

showed that teaching writing using picture sequences significantly influences the students' skill in writing recount text. It can be seen that picture sequences was a good media in teaching writing. It gave a good impact for improvement of the students' skill in writing. The students were also more active during learning process. Therefore, picture sequences can be an alternative media for teacher in teaching writing especially in writing recount text.

In conclusion, this study was successful in improving the students' skill in writing recount text by using picture sequences. It can be concluded that the students who teach by using picture sequences have better skill of writing recount text than the students that teach with conventional technique.

It means that teaching using picture sequences effective to improve the students' skill of writing recount text.

## B. SUGGESTION

Based on the result of the research, the research would like to give some suggestions as follows:

### 1. For The Teacher

English teacher should attempt to apply new method or media to teach English writing as varieties as possible. As we know that, writing is complex skill in English, therefore students should master many things to be able to write a paragraph well. One of the media that can be used in teaching writing is picture sequences. By using picture sequences, the student felt interested and enjoyable. They also got the idea before writing so they did not feel confused to start writing recount text. It helps

the student to express their ideas and opinion. May this result make an alternative method in teaching writing skill at Junior High School. Thus, the teacher not only focused on how students got ideas in writing activities but also how to help the students arrange their idea while writing is in process. The main purposes of students' activity in writing is not only producing a piece of writing but also recognizing their own writing.

## 2. For other researchers

The researcher suggests for the further researchers who want to use this teaching technique, it would be better to implement picture sequences technique in different subject and location in order to strengthen the previous findings. It is also suggested to conduct their study of writing by using picture sequences technique not only in recount text, but also in other text genres.