

V. CONCLUSION AND SUGGESTION

A. Conclusions

Considering all data gathered from this classroom action research and the discussion, the researcher has drawn some conclusions. They are:

1. Picture sequence technique can improve students' narrative paragraph writing skill. It is supported by the increase of their result from 17 students (42.5%) whose score is 70 or more at cycle I to 30 (75%) whose score is 70 or higher in cycle II. It also means the result of classroom action research has fulfilled the indicator of the research in cycle II; 70% of the students score at least 70 (seventy) or more in writing paragraph based on the criteria.
2. Picture sequence can improve teacher's performance. It is proved by result of researcher's observation. It shows that in cycle I, the teacher gets 17 aspects with score (73.91%) with the criteria very satisfactory, satisfactory and sufficient. Meanwhile in cycle II, the teacher gets 21 aspects with score (91.30%) with the criteria very satisfactory, satisfactory and sufficient. It means that the teacher has achieved the indicator of the research in cycle II that is teacher gets minimally 70% from observation result.
3. Picture sequence can help the students to expand or generate their composition by using relevant topic. It also able to improve the organization of students' writing. The

result of the research shows that in cycle I and in cycle II, the highest score of writing component developed by picture sequence technique is organization; 33 students (82.5%) gain excellent to very good and good to average criteria at cycle I and 36 students (90%) gain excellent to very good and good to average criteria at cycle II. It happens since the first picture is related to the next picture. This related picture helps them to form outline which makes it easier for the students to develop their paragraph more smoothly by writing transitional marker.

4. The use of Picture Sequence Technique can improve the students' writing achievement. The research was successful because more than 70% of the students of class XI IPS 1 got score 70 or higher. In cycle I, there were 16 students (44.44 %) who gained score 70 or higher, while in cycle II there were 33 students (91.67%) who gained score 70 or higher. Thus through picture Sequence Technique, the teaching narrative paragraph writing became more effective, as it was relevant to the students' need and interest, It was also able to present and to reinforce the language to be learnt, stimulate the language production and it was as a model for a learner to follow.
5. By using Picture Sequence Technique, it was found that the students' activities improved as it stimulated and attracted more the students in learning English. As it was found that there were only 23 students (57, 5%) who got 70% of the activities in cycle I, but there were 36 students (90%) who got 70% of the activities in cycle II.

B. Suggestions

Referring to the data in the previous chapter and the conclusions, some suggestion are recommended:

1. Considering the advantages of picture sequence technique, it is suggested that English teacher apply picture sequence technique as an alternative technique in teaching narrative paragraph. However, the teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friends in getting information or meaning of the words. The students will be more independent and get more knowledge.
2. The teacher should be strict in monitoring during writing activity. Since all of picture sequence given the same, there is a chance for students who are lazy to cheat on their friends work. In addition, there should be self-awareness to do the writing test individually, so each student can show their real capability in writing. It can be solved by giving the 3 students who did that a punishment , they not do that anymore in the future.
3. Teacher should reinforce the students about the correct grammar especially the tense to be used in paragraph writing by explaining the key of the tense used. For instance, the teacher may ask the students past experience by giving them topic about their unforgettable memory or their favorite habits when developing present tense form.
4. It will be better for the teacher to use a colorful picture sequence, so the students will be more interested in it.
5. It is great expected that this study can contribute such a reference for further studies in applying picture sequence to teach narrative paragraph writing. there should be more replicate researcher support

