V. CONCLUSIONS AND SUGGESTIONS

In reference to the result and discussion of the research, the researcher tried to give conclusion and suggestion as follows:

A. Conclusions

1. Picture sequence technique can improve the students’ writing ability in producing procedural text especially in content, language use, vocabulary, organization and mechanic. The main problem which was faced by the students that is, the low writing ability owned by them, can be solved after the picture sequence technique was implemented. Having implemented teaching procedural text through the picture sequence technique, the researcher obtained the information about the students’ writing components developed by picture sequence technique. The improvement can be seen between cycle I (there are 27 students 79.41% whose scores are 60 or more) and cycle II (there are 31 students 91.18% whose scores are 60 or more).

2. The teacher’s teaching performance is being able to get innovation to use strategy in teaching procedural text by implementing picture sequence as the media to his students. There is an improvement on his teaching performance, especially on some aspects like the learning strategy, the use of media, and the student’s involvement. Through the implementation of the picture sequence technique, the teacher has changed his old teaching method by giving explanation and giving the test after the teacher explain the material in which he emphasized on teaching how the students can give their opinions about something, so that the class will be alive. In addition, the teacher has built a conducive-interpersonal relationship to the students so that they become more
comfortable being taught by him. The improvement can be seen between cycle I (70 or 70%) and cycle II (79 or 79%)

3. The implementation of picture sequence technique in teaching writing improves the students learning activities especially on responding to the topic (pre-activity) and answering the teacher’s questions (while-activity), so it makes the students’ learning activities better. By giving positive responses to the students, so they become enjoy in following the writing class and confidents to give responses in English to the teacher. The improvement can be seen between cycle I (there are 9 students who did 80% activities 26.47%) and cycle II (there are 29 students who did 80% activities 85.30%)

B. Suggestions

Referring to the data in the previous chapter and the conclusions, some suggestions 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 procedural text. However, the teacher should ask the students to bring dictionary in order that they will not depend on the teacher and their friend in getting information or meaning of words. The students will be more independent and get more knowledge.

2. The teacher should be strict in monitoring the students along while writing activity. Since all of picture sequence given is the same, there is a chance for some students who are lazy to cheat on their friend’s 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 students who did that a punishment so the students would not do that anymore in the future.

3. The teacher must be creative to make or to use the media when he wants to implement the picture sequence technique. It will be better for the teacher to use a colorful picture sequence, so the students will be more interested in it.