Chapter Five

Conclusion and Suggestion

This chapter deals with the conclusion and suggestion which is relevant to this study. The detail explanation of each point is presented as a follow.

Conclusion

Writing as the hardest skill in English language needs special attention to learn it. Not a few students have problems in their writing. Therefore, teacher needs a good strategy to teach writing. One of the strategies to teach writing is using picture-cued tasks. Thus, after implementing picture-cued tasks in the teaching-learning writing for four meeting, there were some points that can be highlighted as following.

This research showed that picture-cued tasks could be an effective way to teach writing. Picture-cued tasks were able to solve some problems in students' writing skill such as problem in catching ideas and exploring vocabulary. The result showed that picture provided many things and activities that could stimulate the students to catch many ideas. However, picture-cued tasks were not working well in solving the students' problem in using correct grammar. Thus, teacher should collaborate other strategies to solve the students' problem in using correct grammar.

The result of this research also showed that the using of picture-cued tasks in the teaching-learning process was very interesting. Picture could help them in writing especially in gaining ideas. The result also showed there were several

obstacles during the classroom activities such as choosing the vocabulary, confusing in making a sentence, and the picture was not too clear. Fortunately, those obstacles did not disrupt the teaching-learning activities. The implementation of picture-cued tasks in each cycle was generally successful.

To sum up, this research proved that picture-cued tasks could solve the students' problem in writing in generating idea and exploring vocabulary. Although not all the problems can be resolved, but this strategy is a good strategy to be applied since it can solve the students' problem in exploring vocabularies and generating ideas.

Suggestion

Based on the conclusion above, I suggest some implications for teaching writing to secondary school. The suggestions will be directed for the teachers, students, and further researchers.

For teachers. The English teacher are suggested to determine the pictures that are clear enough to make the students easier to digest the meaning of the picture. The teachers are also suggested to collaborate some strategies like games to make the students understand more about the use of past tense in narrative text. Besides, after being taught using picture-cued tasks in a group, some students are confident to share their ideas into a writing. Therefore, it is also necessary for the teachers to apply picture-cued tasks to the students individually.

For students. The students are suggested to practice their writing in their daily activities. They can write their own story to train their writing skill. It is also necessary for the students to download many pictures in internet and try to write

something based on the picture they have been downloaded. It will make them more accustomed to write. From the picture, the students are also suggested to make a list of some vocabularies that they found from the picture to enrich their vocabulary mastery.

For further researcher. This research is mainly discussed about how picture-cued tasks solved the students' problems in writing by seeing the students' behavior during the teaching-learning process. The further researcher can conduct a similar research in different context of other skills such as, listening, reading, or speaking. The further researcher also can conduct the similar research in different methodology. The further researcher can use quantitative research to know more whether picture-cued tasks improve the students' writing ability.

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