CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the researcher presents about three aspects. Those are conclusions, implications, and suggestions. Each point is described as below:

A. Conclusions

This research is action research. It was conducted at SMP Negeri 7 Yogyakarta. It was begun from January, 25th 2014 until April, 24th, 2014. The participants were involved in researcher were 34 students of VII C class at SMP Negeri 7 Yogyakarta, the collaborator, the English teacher and the researcher herself.

The researcher had acquired both of qualitative and quantitative data related to the use of picture-cued activities in improving the writing ability of grade VII at SMP Negeri 7 Yogyakarta. Before conducting her action, the researcher conducted the pretest. It was used to know about the students’ background knowledge in writing. In the pretest, the researcher found some students’ problems in writing. The students still found difficulties in generating ideas, vocabulary, punctuation and capitalization, and grammar. And the mean score of their pretest was 50.0. It was unsatisfying enough. The researcher concluded that the students’ writing skill was still low.

Then, the researcher conducted her action. She planned her action in the two cycles. It is focused in descriptive text. The researcher divided the topics into two topics of descriptive text. They were describing of the person and places. During the first cycle, the researcher found that most of the students made improvement in some aspects in writing, such as vocabulary, grammar, punctuation and capitalization. They could generate their ideas in writing. But, there were some
students still found difficulties in grammar and punctuation and capitalization. They were not aware about the grammar and punctuation and capitalization in their writing. They still made many mistakes about grammar and punctuation and capitalization. Some students were still confused in structuring the English sentences. In the end of the first cycles, the researcher conducted the posttest 1. Based on the students’ results of the posttest 1, the researcher found that the students still made some mistakes in grammar. They also still made mistakes in using preposition and capitalization. The students could generate and develop their ideas in writing. It can conclude that the students’ writing skill was still low. It could be seen from the mean value of the posttest 1. The mean value of the posttest 1 was 62.49. It was still far from the KKM. The KKM of English was 71.

To increase the students’ writing ability and the mean score of writing, the researcher conducted the second meeting. It consists of two meetings. During the second meetings, the students’ writing ability was increasing. Many students were aware in using punctuation and capitalization. And Most of them could develop their ideas in writing. The students’ grammar mistakes decreased. The students’ vocabulary mastery increased. Many students used some various vocabularies in their paragraph or their text. It could be seen in the posttest 2. The researcher conducted the posttest 2 in the end of the second cycle. The mean score of the posttest 2 was satisfying. The mean score was 72.47.

Based on the pretest, the first posttest the second posttest, it could conclude that the students’ writing skill increased. The mean score of the pretest was 50.0. Then, the mean score of the first posttest was 58.33. And then, the score of the second posttest was 72.47. It increased from 50.0 to 72.47. The frequency of the writing categories increased. The ‘excellent’ categories increased from 2 to 3
students. Then, the students’ categorize in ‘very good’ categories increased from 3 to 15 students. After that, there were some students’ increasing in ‘good’ categories, it from 7 students to 16 students, and 13 students. In ‘fair’ categories, it decreased from 5 students to 3 students. In the posttest 2, the students had a “poor” categories decreased. It decreased from 12 students to 2 students. There were not students which got ‘poor’ categories in the second posttes. It was also decreased from 10 students to 1 student.

**B. Implications**

Based on the observation, the researcher found writing exercises in the classroom were hardly given and the students’ writing skill was low.

1) The students could composed paragraph cohesively and develop the paragraph well. The researcher gave the steps of writing and gave the clue. It could help them to develop their ideas and makes the sentence.

2) The students writing skill was improved well.

3) The students grammar mistaken decreased

4) The vocabulary mastery and spelling increased. Many students could produce some various vocabularies in their text.

5) The students were aware in using of the punctuation and capitalization.

6) The students could generate their idea in writing

**C. Suggestions**

After covering up the conclusion and implications of the research, the researcher has some suggestions for English teacher, students, and the further researcher.
1) For the English teacher

This research can be used as the reference media in the teaching and learning English in the class. The teacher can modify the picture-cued activities with another media in teaching and learning English.

2) For the further researchers

The research affords a new insight into the teaching writing in which teachers attempt to implement picture-cued activity in the teaching learning process.