

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains about conclusion and suggestion based on the research finding and discussion in the previous chapter.

A. Conclusion

Writing is a skill of communicating to express ideas, opinions, and feeling through written symbol by organizing the expression based on the rules of language system to convey meanings so that the reader can understand the writer message. In writing, there are five abilities. Those are, 1) the ability to write some words, 2) to collect the words, 3) to write sentence, 4) to write paragraph, 5) and to compose a long text. It also has four skills including grammatical, stylistic, mechanical, and organization skill.

Based on the English curriculum of 2004 for SMA, the purpose of the company based teaching is to gain of competency itself. So, the approaches, the method, and the techniques of teaching depend on the managing of the teaching coherence with the capacities and the source.

There are many kinds of teaching techniques. In this research, the researcher chooses the stick figure as a media in teaching writing. A stick figure is very simple type of drawing of line made of lines and dots. It often consists of human or other animals.

Based on the research findings, the implementation of Stick Figure in the first grade students of MA Darul Huda Wonodadi Blitar is effective to teach students' writing ability. Stick Figure was recommended media to apply in writing recount text. It was one of effective way to help students in writing process, because it makes students become more creative, active, easy to arrange a story, joyful, exciting and enthusiastic in the teaching learning process. Therefore, the researcher can see the effectiveness of Stick Figure from the result of pre-test and post-test.

The students' writing achievement before being taught by using Stick Figure is poor. It can be seen from the score achieved by the students before being taught using Stick Figure that from 34 students there are 28 students get range score from 13-54. It means more than half of students of social class get average score. The result of students' mastery after being taught by using Stick Figure is better than before. The students writing achievement after being taught by using Stick Figure is very good. It is proved by the result of posttest where student get good score with score range 46-76.

There is any significant different score before and after the students gets a treatment using Stick Figure. The result of students score after taught by using this media is higher than before taught using this media. The mean of the posttest is higher than the pre-test, the mean of pretest is (32.29) (see table 4.8 on chapter IV) and for the posttest mean is (59.88) (see table 4.7 on chapter IV). It is indicate that Stick Figure is effective

media to help students on writing ability. In addition, the significant value of $t\text{-test} < 0.05$ it means that the null hypothesis is rejected and the alternative hypothesis is accepted.

From the result above, it can be concluded that there is any significant difference in writing achievement of students before and after being taught using Stick Figure. Stick Figures is a very simple type of drawing made of line and dots, often of the human form or other animals. It is an alternative way on teaching writing recount. It is helpful for the students to remember their ideas while they were doing in the writing activity. It is also develop students' ability in media. The students looked enjoyable, motivated, and enthusiastic in learning process. For all those reasons, Stick Figure is more effective, interesting, and innovative media than conventional method in teaching learning English about writing.

B. Suggestion

Based on the result of this research, there was a significant difference before and after being taught students by using Stick Figure. From the result of the study, the researcher hoped that this study can give some benefits in teaching writing for senior high school. Therefore, the researcher tries to give some suggestions for English teacher, students, readers and others researchers.

1. The English Teacher

It is suggested that the English teacher of Islamic Senior High School (MA) Darul Huda Wonodadi Blitar to use stick figure as the teaching media especially in teaching writing recount text. This media can change students to be active, participative, competitive, and brave. Furthermore, it gives more joyful to have new impressions or experiences.

2. The Students

It is suggested that students of Islamic Senior High School (MA) Darul Huda Wonodadi Blitar should be actively involved themselves in the writing recount learning process by using Stick Figure.

3. For The Other Researcher

It is hoped that for the next researcher who uses Stick Figure for teaching writing should be more creative includes interesting content. Then, this research only discusses one kind of text that is recount text about personal recount. Therefore, the further researchers have to try the other kind of text, because Stick Figure it can be used appropriately in some kind of texts such as narrative, descriptive, or another kind of recount text. In addition, it is recommended to conduct the similar study or further study by developing other research

variables, thus, they can develop a new Stick Figure innovation like animation in education.