

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to the research findings and discussion.

A. Conclusion

Based on the research findings, the conclusion can be drawn as follows:

1. The used of story skeleton to teach writing narrative text follows some steps.

The first is planning. Students' choose the topic and think about the structure. In this step students used story skeleton as the outline. Students fill all skeleton's body which has represented the content of a story. The second is drafting. Here students generate the ideas and the structure into all paragraphs (orientation, complication, resolution). Students write a paragraph which refers to the points on story skeleton. They place in accordance with the generic structure of the text. The third step is editing. Here students check the organization of the paragraph, grammar, vocabulary etc. Then the last step is revising. Students re-read and re-check whether there is a change or not. Here the students' written text is ready to be read. Story skeleton can be used for teaching writing narrative text as an outline before students write a narrative text. And it all was going well.

2. The story skeleton improves students' writing skill in narrative text are explained in two categories. The first one is based on their writing score. Story skeleton can increase students' writing ability. It can be seen on the results are the structure criterion increases 13%. The paragraphing criterion increases 12%. Ideas criterion also increases 11%. Vocabulary criterion increases 6% while audience criterion increases 3%. Then spelling criterion and character and setting criterion increase 2% of each criterion. Sentence structure, punctuation, and cohesion increase about 1% of each criterion. The second is students' comment about the use of story skeleton in writing narrative text. Story skeleton is an effective media for teaching narrative text. It raises students' interest to the lesson, leads students' attention, and helps students to understand the lesson. On the other hand, they feel confuse to determine the other problems that occur in the story. Then they hope there is another form of story skeleton. So it is not only form as human body.

B. Suggestion

The findings and discussion in chapter IV encourages the researcher to give some advices as a result of this study.

1. For students

This research can be used to motivate students to learn and to make students remember or memorize a story. Moreover it can be taken many

advantages of the activities that have been designed by the teacher to decrease students' difficulty in writing narrative text.

2. For teacher

From the results of the study, the researcher suggests that teacher would better use audio as supporting media in teaching process because the school has complete facility which can be used in teaching and learning English. It will make the learning process more attractive by the use of audio-visual learning. It will help students to improve students' skill.

Also, teacher should better provide activity which can enrich students' vocabulary. It can be designed as a mini game in warming up session. It will attract students' interest into the lesson. They will get ready to accept the material with a pleasure. It will help students to improve their skill.

3. For other researchers

The findings of this study are expected to be used as consideration for other researchers who plan to study related to the use of story skeleton in teaching other language skill such as reading, listening, and speaking.