

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the research. The first part is the conclusions of the research discussion and the second part is the suggestions from the researcher.

5.1 Conclusions

The conclusion is presented based on the analysis of the research discussion. From the pre-test, the researcher got the data on the students' scores in writing descriptive text. It shows that the mean score was 47.05. The lowest score was 34 and the highest score was 96. From the scores, it can be concluded that the students' achievement in writing descriptive text was still low. Besides, the researcher found several problems when the students wrote a descriptive text. The first problem was that the students felt bored in the writing class so that the students did not pay attention to the teacher's explanations. The second problem was that the students found difficulties in developing their ideas. The third problem was that the students still lacked of vocabulary and grammar mastery. From those problems, it indicated that teaching and learning in writing descriptive text needed to be improved. To answer the research questions, the researcher drew the conclusion from this study. The conclusions were presented below:

1. In the implementation, the teacher needed to prepare many things before using StoryJumper in the classroom. The preparation included designing the lesson plan, creating StoryJumper account for the teacher, creating a class in StoryJumper, designing the learning material, designing the student worksheet (template book), adding the students to the class, and guiding them to log in to StoryJumper. There were also some hardwares should be prepared such as a laptop and an LCD Projector. Then, StoryJumper was ready to use as the learning media. The teacher used StoryJumper to find the model of a descriptive text and to present the text in the classroom. StoryJumper was also used as media for students to practice writing. The activities when the implementation

StoryJumper to improve students' skills in writing descriptive text in class X Social Science 1 run effectively.

2. The students' improvement can be identified from the mean scores in every cycle. The mean scores increased after the implementation of StoryJumper. The mean scores improved from 47.05 in pre-test to 71.94 in post-test 1 and to 80.15 in post-test 2. When the students' scores were analyzed using Paired-Sample T-Test in SPSS 20. The p -value value was 0.00 which was lower than 0.05. It means that there was a significant difference in the students' writing scores after Cycle 2. It can be concluded that StoryJumper can improve students' skills in writing descriptive text.
3. From the interview, the students and the teachers had positive perceptions toward the use of StoryJumper to improve students' skills in writing descriptive text. From the teacher's opinion, it could be concluded that StoryJumper could help the students to develop their ideas, enrich the student's vocabulary, and improve the students' motivation. The teacher also said that if the teacher could not use computer properly, it may be a challenging task for the teacher. The teacher needed to prepare carefully about the requirements to use StoryJumper in the classroom. From the students' opinion, it could be concluded that StoryJumper could make learning fun, help the students to write descriptive text, improve the students' creativity, save the usage of paper, motivate students to write, build new learning experiences for the students, as well as overcome boredom. From the use of StoryJumper, they also found some challenges such as device error, low internet connection, etc.

5.2 Suggestions

In this research, the researcher would like to offer some suggestions for teaching writing skills in descriptive text.

1. For teachers

The researcher suggested the English teacher to use StoryJumper as a medium for teaching writing descriptive text or other genres of texts in the classroom. There were many examples of texts that can be used as teaching materials for the students. The texts were also available in various languages.

Every text was completed by pictures so it made the students easier in catching the meaning from the text. StoryJumper also can be used as writing medium for students to write descriptive text if they felt bored with the writing activity using paper. Digital media might help them in overcoming boredom.

The teacher could do some preparations such as creating account, inviting students, creating the template of the text, etc. The teacher also needed to prepare the learning tools such as LCD Projector to present the material and compatible device to operate StoryJumper. The teacher needed to pay attention to the selection of the material and internet connection. The teacher can select the teaching material that was suitable for the students by considering the vocabulary and genre of the texts.

2. For students

The researcher suggests that the students need to practice writing as frequently as possible to improve their writing skills. The students could practice writing in StoryJumper. StoryJumper provide many text types for the students to read. Besides providing learning material, StoryJumper also can be used as the medium for students in writing. The students could practice to write descriptive text or create storybook in StoryJumper.

3. For researchers

The researcher suggested the next researcher conduct research with StoryJumper topic. Due to the fact that the number of subjects in this study was limited to a single classroom, it would be preferable to carry out additional research on a larger scale to obtain additional perspectives on a wider range of topics. Then, the students should be given more time to practice their writing using StoryJumper. Because writing is a complex process, students would gain more experience and be able to produce high-quality texts if they spent more time in practicing writing.

It is highly recommended to conduct more research about StoryJumper. StoryJumper also can be used for teaching other genres and other skills in English. There were still many aspects that could be analyzed in the use of StoryJumper as learning medium. StoryJumper might be used as a medium for

teaching reading because there were many storybooks that can be used for the teaching materials. Some storybooks were also completed by text voice. It might be used as teaching medium for pronunciation or speaking. The findings of this study can be used as information for future studies.

