

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the research finding and discussion in the previous chapter. This chapter divided into two sections. Those are conclusion and suggestion.

5.1 CONCLUSION

Based on the research finding and discussion, the researcher concludes the research on this section. The conclusion represents in the following:

The implementation of writing activities using picture book for young learners is not instant, it requires: consideration toward the picture book content, related resources, students' information including their background, situation that influence students' learning and their English proficiency level; and process of designing writing activities starting from defining the task, exploring the expectation of the task, providing support and explanatory materials then put it all together.

The implementation of writing activities based on using picture book The Very Hungry Caterpillar for third grade students of Shine English Course Kalibagor was ran well and it made the teaching and learning process meaningful and was not monotonous. Writing activities could be conducted in controlled, guided and free writing activities related to the picture book.

Besides, all the data that had been obtained describe that implementing the designed writing activities based on using picture book in Indonesian context is accomplishable to be implemented for students who are beginner EFL learners. This is in line with the statement: "Writing activities with children in Indonesian context is accomplishable. Storybooks could be employed to design achievable, fun and meaningful writing activities for children in EFL setting" (Ananthia, 2017).

Meanwhile, the implementation of picture book entitled *The Very Hungry Caterpillar* in writing activities for third grade students of Shine English Course Kalibagor have strengths and weaknesses.

The strengths are; the picture book is an authentic media for children who are beginner EFL learners as a bridge to learn English especially in writing activities; the picture book provide rich of quality content and appropriate for young learners that help teacher to design a meaningful, achievable and fun writing activities; and all types of writing activities (controlled, guided and free writing activities) by Tandy and Howel (2008) could be applied through using the picture book.

On the other hand, the weaknesses are; it is quite difficult to find good quality English picture book in Indonesia and sometimes the cost is adequate; and designing achievable writing activities through using picture book need a deep consideration of variables that influence students learning, such as age, their first language and their personal proficiency in spoken language.

5.2 SUGGESTION

The suggestions for conducting the research are as follows:

1. Suggestions for English teacher
 - a. Teacher should be selective in choosing English picture book, make sure that the pictures and story are simple and understandable for young learners. It would be better if teacher choose English picture book from overseas author.
 - b. Teacher should consider several aspects that influence students in learning English and do the process of designing writing before applied it to young learners.
2. Suggestions for other researchers

- a. Researchers who want to conduct similar studies related to the use of picture book in writing activities for young learners should read many books or resources so they get much information.
 - b. Researchers who want to conduct study with other type of media should be prepared well to make teaching and learning ran well.
3. Suggestions for students
- a. Students must increase their motivation to learn and receive information from the teacher, so they can get knowledge as well.
 - b. Students should practice more writing, so that their writing skill become better.

