

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers conclusion and suggestion dealing with the application of photovoice in teaching writing hortatory exposition text. The researcher arranges some points from the research findings and the discussion. The points are going to be elaborated below.

5.1 Conclusions

This study investigated the implementation of photovoice in teaching writing hortatory exposition text. After the findings were discussed in the previous chapter, the conclusion are going to be drawn from the observation and interview result as follows:

5.1.1 The Implementation of Photovoice in Teaching Writing Hortatory Exposition Text.

The application of photovoice in teaching writing hortatory text was successful. It was based on the final achievement of applying photovoice, conducted by the teacher and the students, namely producing images and writing captions. Technically, the process of implementation photovoice in teaching writing hortatory needed consideration. It should be done in order to combine this method in teaching writing hortatory exposition text ran well such as modifying the process of photovoice itself or arranging the effective procedure to conduct photovoice. There were three phases of the photovoice that has been undertaken in the application of photovoice in teaching writing

hortatory exposition text. It can be seen on the result of observation as follows; first, introducing photovoice as phase 1, it was given at the first meeting. Second, giving material about photography, rules and project as phase 2, it was given in the second meeting. Third, hunting and writing session as phase 3, it was conducted in the third meeting. Within the learning process of each meeting, the material-focused was undertaken by the teacher. It was done in order to make the student trully understand about hortatory exposition text.

5.1.2 The Teacher's Opinions Towards the Application Of Photovoice in Teaching Writing Hortatory Exposition

As gained through interview with the teacher, some points are going to be essential focus regarding the benefits, drawbacks and their barriers in implementing photovoice. The implementation of photovoice in the teaching and learning process led them to try something new in learning hortatory text. The teaching and learning process was made meaningful and creative through applying photovoice. It is in accordance with the teacher's opinion. The teacher perceived that the implementation of photovoice gave new insights in learning hortatory. There are some highlights of teacher's opinion toward photovoice as follows; first, the implementation of photovoice in teaching was very interesting and engaging. They could make the class alive and not monotonous. Second, it could stimulate students' imagination, enhance content understanding, promotes critical thinking. It can be seen that the power of picture can lead the students to generate the ideas. Third, there are two points

that become the drawbacks of photovoice; facility and student's interpretation skills.

On the other hand, some barriers were gained in applying photovoice in the teaching and learning process. Based on the findings and discussion result, the barriers has been revealed by the teacher. The barriers covered two points; they are teacher and students's barriers. The teacher perceived in terms of barriers that she faced as follows; time management, students' attention and inadequate facility. In addition, she revealed about the students's barriers such as; students got difficulty in deciding the object that should be taken and students's writing skill.

5.2 Suggestions

After the conclusion has been presented, the reasearcher provides several suggestions. Some sugestions are going to be presented for the English teacher, the students and the further researchers as follows:

5.2.1 For English Teachers

In teaching hortatory text, teachers need method to help students in imagining and gaining their idea. Photovoice can be one of the alternatives method to teach writing. The learning activities are more enjoyable and students are motivated in the teaching and learnig process. It also creates a more joyful situation that will help students to write more comfortably. It is necessary to concern that in implementing photovoice, the teacher must be able to manage the time and facilities that will be used to carry out photovoice activities. In additon, the researcher suggests that the teachers are free to

consider the phase of conducting photovoice what is really necessary, they can adjust and adapt this method to the context in which the learning happens.

5.2.2 For the Students

In implementing photovoice, students should cooperate with the teacher. Students should follow the teachers' instructions well. Besides that, students also should pay attention on the material delivered, so that, the students will understand more about photovoice stages in learning writing hortatory exposition text. By a cooperative way in learning, it would make every learning process easier to conduct. One more thing, they also should not think that writing is difficult and think that it is very interesting.

5.2.3 For the Further Researchers

The readers are hoped to take benefits from this thesis. In addition, the researcher suggests for the further researchers who are willing to conduct other studies, it is recommended to undertake this research in different method namely quantitative. The researcher suggested to investigate how effective the use of photovoice in teaching writing, regarding the product outcome in photovoice activities such as investigating how much vocabulary can be produced with the help of an picture resulting from the photovoice method or how effective photovoice in generating writing ideas, especially in writing hortatory text with an investigation entitled *The Effectiveness of Applying Photovoice in Writing Hortatory Exposition Text*. Thus, this study can be a reference so that for the next further researcher can conduct better studies in the future.