

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study aimed to uncover students' engagement levels in writing descriptive text through picture as a learning media. The discussion was based on the dimension of engagement by Trowler (2010) there are behavioral engagement, emotional engagement, and cognitive engagement, furthermore, the measurement of those three engagements based on characteristics of each engagement by Jones (2009) that were body language, consistent focus, verbal participation, students' confidence, fun and excitement, individual attention, clarity of learning, meaningfulness of work, rigorous thinking, and performance orientation. Then, those each characteristic divided into five categorize; very high, high, medium, low and very low.

Picture with its nature as a learning media that means “*convey the message and raise the audience's interest (students) so that they would be motivated to initiate the learning process on their own.*” supported students' engagement during the learning process. As the data obtained: behavioral engagement 18,5% of students got a very high level, 31% of students got a high level, 30% of students got a medium level, 15.5 of students got a low level, 5% of students got a very low level, means that picture facilitated students in participating in class, paying attention to teacher explaining, active in question and answer, and showed effort in learning,. Then, emotional engagement found that 29% of students got a very high level, 12% of students got a high level, 59% of students got a medium

level. Next cognitive engagement, found that 32 % of students got a very high level, 30% of students got a high level, 34% of students got a medium level, and 4% of students got a low level.

Whereas the data showed some variation of result, but dominantly the data showed that students positively engaged, its indicates by students who get very high level and high, means that picture facilitated students in participating in class, paying attention to teacher explaining, active in question and answer, and showed effort in learning. The rest of students showed got medium that indicated students actually good, and few students whose engagements were negative.

#### **B. Suggestion**

Practically of how picture as a learning media in writing descriptive text are utilized to support learning process are needed for teachers to fostering students learning that not only focus on high academic achievement, but also see the process of students' involvement in the class. As the data obtained, for behaviorally educators may suggested to change the seat position of students that less engage to move to the front seat and for cognitive one, and for students are less engage in cognitive side, educators suggested to guide them to practice, and students suggested to o improve their ability by have some extra effort to learn.