

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed about conclusion and suggestion on the basis of research findings and discussion presented in the previous chapter.

A. Conclusion

The study was used the Classroom Action Research (CAR) method to solve students' problem. In this study, the researcher used the Latief design consisted of four phases. Those were planning, implementing, observing, and reflecting. Based on the phase that had did by the researcher, it could be summarized that, in general, this study was successfully in improving students' ability in writing recount text through process-genre based approach at first grade students of SMAN 1 Ngunut. The implementation of process-genre based approach has given the students chances to product a piece of writing recount text both cooperatively and independently through the writing process. In addition, this strategy is needed for the students to be active in the class.

The implemented strategy gave positive result on the students scores. The criteria of success are achieved when 75% among the whole member of the students in class get score 75 or more . In fact, the result of the test showed that after the implementation of process-genre based approach 33 students (94.3%) get the score above 75 (KKM). Process-genre based approach could be used as an

alternative strategy for teacher in helping improving the students' ability in writing recount text as follow;

Table 5.1: The teaching scenario in cycle 2

Meeting in cycle 2	Activities
First meeting	Bkof stage: <ul style="list-style-type: none"> The researcher gave more time to review materials related to recount text, such as what is recount text, how to write recount text, etc. MoT stage: <ul style="list-style-type: none"> The researcher gave more explanation on recount text and asked the students to do more task not only related content, organization, vocabulary but also mechanics (spelling, punctuation, and capitalization).
Second meeting	JCoT (students' activities in pair) Writing activities <u>Prewriting</u> <ul style="list-style-type: none"> The students think about the topic and generate ideas. <u>Drafting</u> <ul style="list-style-type: none"> The students make a draft. Reading activities <u>Proofreading</u> <ul style="list-style-type: none"> Proofreading other students' writing with the help of revised proofreading guidance (provided by the researcher) and giving feedback Writing activities <ul style="list-style-type: none"> Revising and editing the writing based on the feedback received to be the final writing. Teacher's conference was done to assist the students in revising and editing their writing. (The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section). <u>Publishing</u> The students publishing the final writing in the facebook group and other friend in class can give comment. (The students were given time to publish their final writing and give comments on other students' writing within 2 days).
Third meeting	ICoT (students' activities in individually) Writing activities <u>Prewriting</u> <ul style="list-style-type: none"> The students think about the topic and generate ideas. <u>Drafting</u> <ul style="list-style-type: none"> The students wrote well organization manner based on acceptable generic structure of recount text, used correct transition signal to connect the information, and used appropriate grammatical structures and appropriate mechanics including punctuation, capitalization, and spelling.

	<p>Reading activities</p> <p><u>Proofreading</u></p> <ul style="list-style-type: none"> • The researcher was proofreading other students' writing with the help of revised proofreading guidance (provided by the researcher) and giving feedback. <p>Writing activities</p> <ul style="list-style-type: none"> • Revising and editing the writing based on the feedback received to be the final writing. Teacher's conference was done to assist the students in revising and editing their writing. (The students would still be able to consult with the researcher through the researcher's conference if they got difficulties during the process writing). The final writing in the writing sheet would be submitted. Then the students would get the printed copies at the end of the section. <p><u>Publishing</u></p> <ul style="list-style-type: none"> • The students publishing the final writing in the facebook group and other friend in class can give comment. The students were given time to publish their final writing and give comments on other students' writing within 3 days starting Friday, 25th 2014.
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B. Suggestion

Based on the result of classroom action research, the research proposes some suggestions to the following person.

1. The students

The students are suggested to improve their writing ability through practice writing. Besides, the students need to improve their writing understanding, especially in using suitable words to develop their ability in writing recount text.

2. The English teacher

In order to make students enjoy and interest in the teaching and learning process, the teacher must be more creative to find alternative ways in teaching and learning process. In writing, the English teacher is suggested to apply process writing, such as prewriting, drafting, editing, revising, and publishing. It is

suitable in teaching learning writing and it had been proved that writing recount text through process-genre based approach as the strategy can help students improve their writing ability. The English teacher also is suggested to use media to teach students, in order to make students more motivated.

3. The future researcher

The future researchers are suggested this research becomes a reference in teaching writing. Moreover, the future researcher can use the findings of the study as one of the references to conduct further research on different grades or levels of education to see if the strategy can be implement effectively to solve other students problems related to EFL compositions.